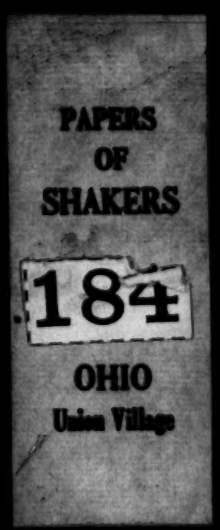
PAPERS
OF
SHAKERS
184
OHIO
Union Village

School Journal Vol. 2.
by O. C. Hampton teacher in
District No 2. Warren Co. Ohio.
Commencing Dec. 14. 1858.

This morning I commenced teaching school or rather organizing the school for the present term. Enroll'd 31 scholars for the season. Day very dark and rainy all day. Water running over the wasteway at the Gristmill. Have made such investigations into the condition of the scholars as will I hope enable me to organize fully at the earliest opportunity hereafter tho' it (make) may take some days to enable me to proceed comfortably & smoothely with the school having been several years out of the profession of school teaching But with a sincere intention to do the best I can in the matter I pray to be prosper'd, & after that leave all to the Divine Providence.

December 15. 1858. Weds. cooler.
School proceeded as comfortably as the present imperfect organization will admit. The scholars are amiable & kind and what a blessing this is. We have more daylight than we had yesterday & the rain is over and gone. Commenced the construction of a Program of school exercises. Completed the forenoon arrangement which I shall teach by tomorrow.
Dec. 16. Thurs. Pleasant and mostly clear. School proceeded quite as well as could be expected from the present arrangements which are not yet completed for want of Book and a few paper slates for the little ones, but which I hope to procure to day. Spirits rather dull this afternoon, but I must rally them even at the expense of some extra effort, & so get started once more fairly after which I flatter myself I shall be able to go on prosperously.
Dec 16. Another pleasant day is past
My school succeeded well
With not a single cloud o'ercast
And no sad news to tell.

December 17. 1858 Friday. Pleasant.
School becoming gradually organized.
18. Sat. No School to day. I was
busy making some arrangements
necessary to the systematic proceeding
of the School. Had a very busy day.
19. Sabbath. Closed over to Monday.
20. Mon. Scholars in full at-
tendance. School proceeded very
comfortably. Classes beginning
to tell upon their teaching.
First class unusually successful.
21. Tues. Reviewed first class in Geography
& had an interesting time. For the
sake of having leisure for this review
I had a loose arrangement for the
school this P.M. Third class also
fourth did well. Second class
broke down on Reading. Books too
difficult for some of them. Must
supply them with something less
abstruse. Otherwise school went well.
22. " Wed. Day bright and clear. Second
class did good service to day. The
change of Books operated like a charm.

December. 1858. 23d Thursday.
We had a comfortable school to day. C. D. Hampton calld in & spent two hours. Seemd well satisfied with the proceedings. Classes all seemd good natured and cheerful & did their best.
24. Frei. School went of quite pleasantly to day. Bro. William Poor visited school & seemd quite entertain'd.
We had a running or loose arrangement of miscellaneous exercises this P.M. which is not only interesting to the scholars, but gives one time to review classes & explain difficulties not possible to be done at other during the regular process of the school program.
27. Mon. Dark & not cold. School improvd somewhat especially in the First class & third. Do not yet succeed in interesting the school generally so much as I could wish But hope yet to gain it—
28. Tues. Dalk & moderate weather. Reviewd third Class in tables this P.M.

1858.

December 28th Tens. Moderate & cloud
I try every means I can devise to keep
up an interest in the school & I
suppose the scholars learn about as
fast as the average of scholars, but
I discover that my classification
is not as perfect & convenient as
it might be and yet this is (the)
one of the most difficult things
to bring about in the whole cat=
alogue of school troubles. However
I must not despair but see if
I can not bring about some im=
provement in this particular.
29. Wed. Made some little alter=
ations in school which seem'd
to be more comfortable than
the former moments. I am
oblig'd to resort continually
to some new method or
modification in order to
keep us a comfortable spirit
among the scholars, without
which no teaches nor any
teaching can ever succeed.

December 30. 1858. Thursday.
The school proceeded finely to day and I succeeded to my mind in so modifying the exercises as to bring more life into them & more interest interest in the scholars. — Ended with a solem song and a little sounding on the vocal Octave for amusement mostly.
31. Fri. More pleasant than heretofore Ground dring up some & weather clear. I had a comfortable day. The scholars all seem to do the best they can and have a very pleasant and agreable spirit & are really good company for me. I would rather be among them than among mens. — So here is the last of the year 58. Its joys & sorrows forever are gone. I hope I've improved as chance has been given In patience and waiting & travelling on Fare well 1858. May I in the coming year be a better man than I ever

January 1. 1859 Day very cloudy & pleasant. Went to Lebanon to be examined as a schoolteacher. Did as well as the rest of them.

3. Mon. Classes all did well but I must modify in some measure, my present school arrangement, for I need more time for certain exercises that can under the present arrangement I can command. " "

4. Tues. Anna Chambers was in attendance upon the school the whole forenoon, & also Julia Hampton. The school went well & the scholars were very desirous to acquit themselves honorably. I am well aware that frequent visits are a real advantage to a school particularly a district school. The afternoon was mostly improv'd in reviewing tables, Geog. mental arithmetic &c. and was comfortably pass'd. "

January. 1859. 4. Pleasant.
I rec'd a certificate by mail
wherein I am empowerd to
teach school for one year &
draw money for the same.
5. Constructed a new Program
and commenc'd teaching upon
it. It seems to operate well.
6. Thurs. Classes performd their
lessons well, but there was an
uncommon tendency to con=
fusion & general insubordination
Hope such a day may not soon
occur again. Yea I will hope for the
best, & prepare for the worst.
7. Fri. We had a quiet comfortable
day in the school room & the
progress of the scholars was pro=
portionately gratifying.
8. Sat. 5° below 0. Sudden change.
School went well till noon.
Cleand up the school house
this afternoon; & thus ends the week
Wm Mayne absent on account
of sickness. One or two more absent

January 21. 1859. Saturday.

It is now some two weeks since I have noted any of my school teaching experience. In this time however I have reconstructed my program and it seems to operate successfully I have many pleasant things to say in regard to my school and scholars & very little that is discouraging. I never enjoy'd the society of a school of boys so much as they present & must say I do not think there is one mean or hateful one among them We generally commence the day with a few appropriate passages from the scriptures & often conclude the exercises in the evening with a little song or two. Let any one say what they may against the plan of introducing moral and religious instructions & exercises into the school, I am persuaded that with a teacher who is capable of conducting them with dignity sufficient to command the respect of the pupils, this very

unimportant tho it may seem is one of the very best methods of securing good Order & general good feeling in the school, not to mention the good influences it exerts upon the future life & conversation of the pupil when no longer under the guardianship of the teacher. So much this subject. School closd for the week with very good feelings all round & both scholars and teacher seemd quite happy & parted on excellent terms. Gave each scholar of the first class an exercise in composition to present to me on Monday Morning.

Jan. 28 Saturday again. The blessing of Heaven seems to rest upon school & teacher & O that of the 38 scholars now under instruction goodly number may remain to bless the institution the only chh of the living God with their talents virtue & usefulness. Such is indeed my earnest prayer.

January 1859. 28. Saturday.

My 1st class are in McGuffie's Rhetorical reader (the 5th of the Series) & are at present exercising upon the examples of Articulation. Indeed we have commenced a course of scientific investigation of the arts of Rhetoric and Elocution & a most thorough and laborious practice of the principles upon which good reading depends. They are thorough also in Grammar as far as they have gone & I hope yet to see the whole class respectable Grammarians, tho there will remain differences between them always perhaps. They are all good spellers & writers & have a good understanding of numbers so far as they have gone. Geography & composition they have also given considerable attention to, & upon the whole I am well satisfied with their proficiency in consideration of their circumstances, now & heretofore

Feb 3. 1859. Thurs. Cold & raw.

My 2d. Class are composd of what may be considerd bright Boys & very good Boys — However I could wish them more energetic in their studies especially their reading lessons. Yet after all I may be too urgent for their improvement and so feel like they ought to advance faster than they possibly can. If such is the case it ought not so to be & as I suspect myself of this I shall accordingly try to place a better estimate upon their exertions than I have heretofore and at all events try to test more faithfully the powerful influence of patience faith and charity & see see if these God-given virtues will not secure all the faithfulness on their part which any other plan can, & even more. Reconstructed my Program to day perhaps for the last time this session.

February 5. 1859. Saturday. Cold, with a dull cloudy sky & snow lying upon the ground. ~~~ I have now arranged a plan of study for the coming year which I shall try to follow out with as much regularity as other more important obligations will allow, & which is as follows (viz.) Including the week past there are about 40 weeks to my next examination. The first 9 of these I propose to study grammar exclusively — & mostly in the mornings. The 2d 10 weeks must be improved in Arithmetic — the next 10 in Geography, & the 4th 10 in a critical review of the whole 3 & some attention to Orthography. This is the program for preparation which I propose to adopt in order to be able to undergo a creditable examination by the next fiscal term, & I pray that the Divine aid may ~~bes~~ be extended & second my feeble efforts. A. C. Tumpton.

February. 1858. 10. Thursday.
My Third Class seem to progress as well as could be expected & always come to their recitation in a spirited manner & generally in reading acquit themselves in a very creditable manner. They however have had a bad chance for figures thus far this winter which at last I am in hopes to make amends for by an alteration in my Program. They spell as well as I could expect for scholars their attainments. However in addition to the worthiness of their Heads they have excellent Hearts and seem to do what they do from generous & commendable impulses & where this is the case what is there scarcely, that cannot be achieved in the way of intellectual improvement?! —
So with a Blessing on my 3d Class I will close these remarks for today.
The day has been mostly clear & cold.

February 1858. 18. Friday.

The school has been lately very much interfered with for two weeks past, by the ice business & some other pressing out door duties which it was very difficult to proceed with without the assistance of some of the larger scholars. The school however has again become regular and will now ~~for~~ perhaps proceed without further interruption until at least the present month has expird.

23. Wed. School was again interrupted on last Sat. by the Teacher's absence to Waterleet whence he returnd on Mon. evening. Since then (ie) yesterday & to day it is again in session. Day warm and springlike - Perhaps it may rain. I find that school often interrupted instead of producing a livelier feeling ~~upon~~ among the scholars upon its re-sumption has the reverse effect.

24. Again 8 to 10 of the scholars absent This is rather discouraging, but I must labor for a mild reconcild spirit.

1859.

February. 24. Thursday. Cool.
Not much more than half a school.
My fourth class have succeeded so far
better than either the 3, 2, or 1st & have
learn'd more. They have studied their
reading lessons with commendable dil-
gence & have exhibited a satisfactory
interest in every thing they have under-
taken. And I am persuaded that
could I have children constantly
under my tuition from their earliest
infancy & inculcate such habits as I
should be dispos'd to, and prevent such
as in my opinion are unfavorable to
intellectual improvement and the
normal expansion of the young mind,
I should be able to teach them what is
necessary of school Knowledge with less
than 1/3 of the toil & mental drudgery
indispensible to minds erroneously
develop'd; by the common methods
pursued in the schools of the present
day. These observations are the result
of my experience this winter with
my 4th & 5th classes. O. C. Hampton.

February 25. 1859 Friday. Moderate weather with snow or sleet in the night which has now chang'd to rain. A full school in attendance, but I was very much indisposed this the night & was oblig'd this morning to engage the services of my good friend and Bro" Israll during perhaps half the forenoon after which I resumed the charge of the school again & it seemd to go quite pleasantly; the recitations giving token of previous diligence in their preparation. I would be glad to allways teach a school for a livelihood; and altho' I might prefer one of older & more advanc'd scholars or at least such as had more interest in their advancement, yet I should feel satisfied to teach such a one as this this' the entire season with the exception of a little vacation now & then for the recruit & recuperation of jaded energies. But this and all things else I do & will leave to the Disposal of Divine Providence.

February 26. 1859. Saturday.

My fifthth Class are all primary pupils, several of whom had their letters to learn after they entered school. On the whole they have succeeded better and learnd more than any other class in the school. I have taught them mostly by the Oral method, the Blackboard & Webb's Cards for Primary Lessons. And here I will remark that for all purposes of primary education in reading, spelling and writing, my present convc= tion is, that Webb's plan, embracing his primary cards and readers (call'd Webb's Normal readers, the series consisting of 1. Primary lessons 2. Normal Primer 3. Normal Reader (No 1.) 3. Normal Reader (No 2.) 4. Normal Reader (No 3) 5. Normal Reader (No 4.) 6. Normal Reader (No 5.) & embracing a very happy & interesting amount of primary matter) is by far the best method for of primary instruction ever yet devis'd. I am very much encouraged with my 5th " class and anticipate a happy future for them & an early development of good readers.

February 26. 1859. Saturday. Clear & fine
And now another week of school is
terminated and I am yet in the
land of the living and under the
wings of God's mercy, sailing the Ocean
of Time and gradually nearing the
solem shores of that Boundless Expanse
where I must inevitably ultimate in
Eternal Glory & Race or go away into
the gloomy Recesses of Despair & Divine
Dereliction— the dreary Realms of the
Underworld as Professor Bush is pleas'd
to term it. O God of the spirits of all
flesh! Before Thee do I prefer my petition
O thou High and holy One who inhab-
itest Eternity I humbly crave and ask
thy Wisdom to shine as a Lamp before
me, that I may not stumble in any
day of darkness or danger, but move on
safely and peacefully in the path of
thy Divine mercy & Providence— eschew
every thing selfish and impure & becoming
more & more devoted to Thee & thy Holy cause
& those alone— Even forever & ever— Selah.
The Words of this solem prayer are ended.

1859.

March 2d — Wednesday. Pleasant.

This morning I am seriously impress'd with the necessity of becoming more unselfish and self sacraficing — to do all to the Glory of God and with a more direct reference to the greatest Benefit of the sublime scheme of the Gospel of Universal salvation & emancipation, with which I am identified, thro' the goodness of the Divine Providence. I wish fervently to cultivate a spirit of perpetual acquiescence & passive resignation to every dispensation of that Providence whether of joy or sorrow & thus more and more to become assimilated in all my feelings to the Divine Mind — & so fix my Elements of peace here and hereafter upon the only really impregnable foundation. Let me now while it is early in the morning call upon my God in sincere prayer & keep his fear perpetually before my eyes, that evil come not near me nor temptation swerve me from rectitude either to the right or left.

March 2. 1859. Wednesday pleasant. I have this day tried to eschew every thing Evil & keep my mind on that is for my peace, which if a man will do he shall live by it. Had as comfortable a time as I could possibly deserve & am thankful for it.
3. Thurs. Quite windy and March like but not cold. Sun & clouds & wind. Teaching seem'd to go on pleasantly. I believe the scholars did their best. There is a divine energy stirring within me which I will not suppress Nay! I will encourage it, all I can. This is more & more to abandon all forms of self love and fix my my whole affections upon Good & Spiritual things—in short upon God & all the holy attributes of his Divine Nature—leaving behind every inferior attraction and every rudimental influence. O may I be instant in season & out reaching forth into all that is high-holy-Spiritual-Good & continually resisting every other influence.

March 3d 1859. Thursday.

The older scholars left the school on the 1st inst. & since that time I have once more wholly reconstructed the school, & its Programme of exercises. I am now able to give much more attention to the primary scholars & to be more thorough even with the older. I have put the highest class now organized, into "Mitchels Primary Geography" and I anticipate a successful progress to the end of school. The Scholars seem more comfortable & less restless than heretofore, owing to the absence of the older & more excitable ones, & perhaps in part to the better organization I am now able to effect in relation to those especially who are now left, which consideration I was obliged to sacrifice to the weightier one of giving the older scholars the greatest possible benefit of their time and privilege, as that cannot continue but a few quarters more at furthest. So I will close the observations for this time.

March 5. 1859. Saturday. Fine w.
One more week is now past, and
gone forever. Now I will set out
to renew my covenant of faith=
fulness & holiness without which no
man shall see the Lord or dwell
on high in the serene recesses of
his Holiness — mansions of everlasting
Bliss which he reserves for the
pure in heart & whose precious
faith works by Love. O! when
the feverish rudimental scenes
of this life are over what joy I
anticipate, upon walking the ever
lasting hills of Paradise where the
~~sun~~ Sun of consolation never sets
& Eternal serenity and holy contemp
lation will not ~~be~~ be withered &
chill'd by by the presence of Grim
disease & rudimental disorganization
Where friends meet never more to
part; & the holy affinities of home
will never more be violently severed
as in this fluctuating sphere where
no conditions are permanent for an hour.

March 10. 1859. Friday. Very pleasant
School proceeded very comfortably to
day. All the lessons were learnd
quite thoroughly and the scholars de-
ported themselves with great dignity
and propiety. In the afternoon
we all went down to the Pic-nic
ground by the Pond & said our
lessons there & studied & recited
& play'd alternately & the children
enjoyd themselves very much. When we got
home it was past 5 Oclock & the
Boys dispersid to their respective homes
much pleas'd with arrangements
of the day. This is my last day of teach
ing in the school-Room, but as
there are yet several days to the
End of the term, we have concluded
to adjourn the school to Whitney's
House & teach on every rainy day
until the term is Ended. This
proposition I submitted to the
scholars & they were pleas'd with
it— There are about 5 days more
to the End of the term. Ends my day.

March. 13. 1859. Rainy & Warm.
Pursuant to adjournment we held the school at Bro. Whitney's & I have not known a more beneficial or pleasant days school this whole term. C. D. Hampton drop'd in for a few minutes & I never knew the scholars to acquit themselves more nobly than during his presence. Yet to my infinite pleasure they even surpass'd this in the next recitation when they were alone with their teacher & I was even astonished at their proficiency. Of course we broke up with a very good feeling. Weather fair'd away in the eve.
Upon reference to the Program of arrangements I made (Feb. 5th) I find that but 4 weeks remain in which to complete my studies in Grammar, & this will be little enough let me devote all the time I can possibly spare, & therefore I shall nay I must appropriate some definite portion of my leisure time to this object.

March 14. 1859 Rather cold & windy, but more moderate this eve. I am now resolv'd to devote my mornings and evenings for the coming 4 weeks to the rigid investigation & practical application of the principles of English Grammar Syntactical & philosophical; & if possible be ready at that time to lay this subject by & proceed to the next study in my arrangement. December 1854 Problem from Stoddard's Mental Arithmetic. ½ of A's + ⅔ B's money = $5500 & ⅔ of B's = ½ of A's Required the fortune of each. Solution. If ⅔ of B's = ½ or 2 × A's then B's = 3 × A's If ½ A's + ⅔ B's = 5500 then 5500 = 2½ times = 5/2 of A's & ⅕ of 5500 = ½ of A's ⅕ of 5500 = 1100 & 1100 × 2 = 2200 A's fortune & as B's = 3 × A's it must be 3 × 2200 = 6600 B's fortune Answer. A's fortune 2200. B's 6600. I analyz'd this question once before & forgot it; & here I insert it. O.C.H.

November 28. 1859. Mon. P.M.
I opened school with 39 scholars.
of all grades of capacity & advancement
& every disparity of age from 4 to 17
years old. We open on the half daily
plan this season to see how it will
succeed. Arranged the school into 5
classes & constructed a program of
exercises this evening after dismissing.
The day was very clear & pleasant.
29. Tues. School proceeded as well as I
could have expected considering
the as yet unsettled state of the arrange-
ments. The day was mild and beauti-
ful & I never saw the clouds painted
& sky painted a more beautiful
crimson & green than at sunset
this evening. Wind mostly south.
"Thy Love & At-one-ment O God is my Song
And shall be while ages revolve
And tho' my probation in sorrow be long
"This—this is my only resolve
"How calm & serene is my Union with Thee
My Rock of Salvation & peace No other condition is
freedom to me—"This is a celestial release.

1859.

Nov. 30. Wed. Warm south wind
My Program for to day was a failure.
Nevertheless in attempting to follow it
I got thro quite an amount of teaching.
Eve. Constructed a new program for Alternating
with. Made out a Bill of what is wanting &c.
Constructing a program for a school of 5
classes is a very vexatious & laborious
business, but when once in operation well
pays for all the labor and pains incurd

In all vicissitudes of Life
God is my refuge He alone
And thro' the years of mortal strife
The Everlasting Holy One
Of Israël, is my sure defence
My consolation and my song
My sure Eternal confidence
Thro' all the future ages long.
Lord give me power to be resignd
To every sorrow thou shalt send
Let this be ever in my mind
A lamp to guide me to the end

So Ends the autumn of 1859 a very
Beautiful mild season throout.
Now we must prepare for winter.

1859.

December 1. Winter once more. This is the first morning in winter & the southern gales are blowing. The weather is warm & soft & the clouds are flying swift — darkening the sky in their passage, which gives a dull gloomy aspect to all landscape scenery. But let us be cheerful. —

2. Fri. Very rainy & gloomy all day. The stillness of winter & the darkness of the day, & the monotony of the school exercises, to one who has taught as much as I have, incline me some what to melancholy feelings, but this desolateness of spirit I am not afraid in a hurry to dispense with lest I should be found struggling to parry those blessed strokes of the Divine Hand which He knows are indispensable to my spiritual enlargement & freedom in God which alone will crown my peace & make it permanent. But I am determined to cultivate no sentiment But "Thy Will & God be done. A. C. H.

December 3. Saturday. The day has been wintry & cloudy & Bleak. School went on very well. Many desolate feelings are hovering around my spirit, but I accept them as a most blessed discipline from the Lord's hand & only pray for a perfect acquiescence in his every visitation. I never more will repine or presumptuously & impiously murmur at the turning of His Hand upon me for all is Mercy & Infinite Love. A constant fine hail continually pattering upon the windows—all is dreary and wintry & Nature is about sinking into her hybernal sleep. And this is all the Blest Hand of Providence to which I feel to respond An 'Amen' in awful humility. ~~~ A. C. Hampton.

5. Mon. I kept school this forenoon and made Brooms in the afternoon

6. Tues. We are making a new arrangement & disposition of the school. The three more forward

classes move up stairs & thus we have a primary & secondary department the great & important feature in a graded school. Thomas Embree teaches the primary & I the secondary dept.

7. Wed. We commenced teaching according to our new arrangement & O! what a difference — Altogether an improvement. Now I feel that I can do something

8. Thurs. Went off very happily. —

9. Fri School is now under excellent organization and proceeds admirably.

10. Day bright mild and clear. School till noon & then dismissed. It went off comfortably, & I feel as if the scholars all tried to do about as well as they could. — But let me seek God as the only good for surely his all the rock of deliverance on which we can rely; — All else is but sand and & a broken reed on which if a man lean it will surely pierce his hand. O God! Be thou my only father & friend.

December 17. 1859. Saturday. Another week of school has pass'd away and pass'd away very agreably & pleasantly. The scholars seem to feel very comfortable under their new organization and incline to learn all they can. I do not wish a happier life than teaching a school of this size & composed of scholars of such amiable dispositions. So the week ends comfortably.

21. I have taught all day for three consecutive days, during which the weather has been dark & cloudy with a considerable snowing lying on the ground. I desire as much as possible to keep up a lively interested feeling in school & am oblig'd to resort to many pleasantries in school time, & tho' this is often at the expense of that exact discipline which some might deem the sine qua none of school management, yet I am persuaded that far more is gain'd than lost by this course of proceeding & therefore mean to pursue it. Experience has taught me this.

December 21. 1859. Wed. Keeping School.
I am now resolv'd to try and get together a little cash and see if I can get the lately publish'd work entitled Pestalozzi & Pestalozzianism in 2 parts. I think perhaps I can collect a little of something or other enough perhaps to make up the paltry sum of $2.50. If not I must have the Book Anyhow.

22. Thurs. Weather snowing the whole day. School went off much to the satisfaction of Teacher & pupils. I seem to be favord from on High with a gift to make the school interesting & to retain the good feelings of the pupils, & this I feel to ascribe to the goodness of God alone. — I commenc'd a night school with some of the older Boys whose opportunities are rather limited in the day-time.

23. Fri. Some of the scholars absent this afternoon, & immediately the interest of the school declin'd in proportion. It seems as if every scholar's presence was necessary to the compost of the whole — But any thing to be in the gift.

January 28. 1860 Saturday Eve.

It has been some weeks since I have written any in this Journal & indeed there seem'd little to say of an interesting nature. Yet I am happy to affirm that I have never spent a winter half so happly in the school room as the present one. Every scholar seems to enjoy the school and all its concomitants I govern the school mostly by love and affection & have no difficulty in retaining the most perfect control of it By those means.

One blunder however I have committed and that is, I have placed the D & third classes in Readers too difficult for their present state of advancement, & shall forthwith alter this arrangement. Our night school also is doing a very prosperous business & more real science has been learnd during the present winter so far than in the last three. Bro. Thomas who conducts the primary

department reports himself better satisfied with his success in teaching this season than heretofore, which is doubtless owing to the division of the school into the present two rooms and departments; thereby furnishing facilities both for governing & teaching not hitherto enjoy'd. On the whole we have nothing to complain of, but every thing to be thankful for, & with this cheering consideration may we persevere in our duty with all diligence at the same time that we look with all humility to the Giver of all good for all that we receive, or are able to do & without whose goodness and continual blessing all our efforts must be unavailing. O. C. Hampton.

February 1st Wednesday. Very clear & bit. I feel a great want in myself of a faculty by which to wake up & & keep in active operation in the minds of the scholars an interest and pleasure in the investigation of those studies, & subjects embraced

in the several branches taught in the school of which I have the charge. This is partly my own fault and partly the fault of the Education which several of the scholars have received previous to coming to this school. A still more serious drawback to this disideratum is a want of outward facilities by which to elucidate many simple & interesting philosophical truths, by which many tedious hours might be made pleasantly & profitably to pass away. Indeed there is as I think a great lack of elementariness (if I may be aloud the use of such a term) in our whole course of primary instruction here in America & with the exception of our primary Arithmetics nothing is primary enough either in the methods of infantile & Juvenile instruction we have adopted nor, the text Books we use for the instruction of the young. I sometimes feel very much disposed to write a series of Elementary lessons & get them publish'd for my own use & as much farther as others might deem them fit. I find in 9 cases out of ten I can

teach children a great deal faster from my own mouth than from the best texts I can get hold of, & also give them ten times more interest in the pursuit, & pleasure in the possession of the knowledge the receive thro' this means. I dlpend as usual, very much upon blackboard instruction & shall perhaps increase in this rather than decrease. I know of no method now in popular use, by which I can communicate so much instruction in so short a time as by means of the Blackboard & the oral explanations accompanying its use, & which I never fail to give in connection with Board exercises. These explanations I very seldom give in a direct manner, but by such questions as step by step are calculated to Elicit from the pupil himself by exercising his mind in the direction intimated by such questions, the entire truth of any problem proposed for his consideration. " " " " The difficulty I refer'd I have mostly remedied in the reading classes by substituting Readers better adapted to their present proficency & con-

sequent necessities; & truly the change is a happy one both for the scholars & their teacher. The come to the recitation with interest & even enthusiasm & go thro' it with pleasure & also much credit to themselves. There is one more matter I must not neglect to mention before I close my these remarks & it has attracted my attention so often & delighted me so much that I may be excus'd for styling it a peculiarity altho' any teacher will be ready to remark as soon as they heart that this is only what we have a right to look for in any & every school which is rightly conducted. All I have to say in reply is Do you see in one school in a hundred or 500 a continual attention to, & so far as outward observation can go, a real substantial & undimmished pleasure in pursueing the different studies of the school during all the time the school is in session not excepting recess or the times for miscellaneous & optional study (which means in my school to study something

or nothing just as the pupil pleases)
This is what I call a peculiarity in this winter's school, inasmuch as I never before had the pleasure of witnessing it before in any school I have attempted to teach. Even when scholars have become weary of the particular lesson or study assign'd them for the time, they would not in many, I may say the majority of instances sit in idleness but almost invariably read something write something study some grographical delineation & seem to be all the while intent on increasing their knowledge in some direction or another; to the almost entire exclusion of noise, disorder & insubordination. When recess comes if I do not peremptorily refuse to remain indoors I am sure to be teas'd by some scholar to write a copy, set him a question - hear him recite his Geography - lend him a Book show him some difficult question or something of the kind & half the

scholars & often more are to be found in the school during recess. I have over & over look'd round upon the school & have been surpris'd to see almost every one not only busy, but seeming to be enthusiastically engag'd in his lesson, & have noted furthermore that a scholar is nearly always hurt, if his recitation is omitted.

Now I know dear Reader this ought to be the happy pleasant condition of every school, but is it?! For my own part at all events I will candidly acknowledge that let others have been able to do what they may, I have never until this winter so happily succeeded in getting up & maintaining such an undiminish'd interest & pleasure in the school & its concomitants as I have this winter foster'd into action operation & kept alive among my scholars & would you know the magic principles by which it has been achieved they are (I speak it in all humility & sincerity) Faith prayer Love & affection

Feb. 18. 1860. Saturday. Rather cold with some snow in the forenoon, which is 18th snow we have had this winter School gradually approaches to the end of the term & but two or three weeks at most remain. We have done well this week and no perceptible abatement of zeal & industry has as yet appeard, but I thought the scholars were quite as intent upon their studies this forenoon as at any previous pearied. What more therefore can I do than to ascribe every-lasting Glory & goodness to God for His unbounded munificence to us-ward in giving strength and a holy direction to those faculties for doing good with which His wisdom has bless'd us all in some way— And moreover to consecrate anew each coming day my every energy & ability to his Service & the benefit of my fellow creatures— Selah.— So let me never ceas to feel. O.C.H.

March. 2. Sat. 1860. School closed.

Reflections on the past Term.

In looking back upon the many pleasant hours of this Winters school I have much to be thankful for-very much & little to regret. The Step taken at the commencement of the term (Court) the division of the school into primary & secondary departments in different rooms I consider the principal element in our success & satisfaction over and above any previous seasons and altho' this might seem clear even to the most casual observer at the first view, yet it requires perhaps one winters teaching under the graded system to make assurance doubly sure on the subject & demonstrate the fact in a way that nothing but practical experience ever can. Our school this winter has not been conducted with that strict reference to excessive order & government which has heretofore characterized it & whatever others may think this we [illegible] is the better way in more

March 3d) 1860.

points of view than one. We say would to those differing from us in this opinion Do not be afraid to trust a great part of the Government of your school to the pupils themselves, for they can do it much better than you can, & will certainly do it to an astonishing degree, when they once come to feel that they you have left it in their hands. Besides all open rebellion among young people or nearly all comes in consequence of their feeling narrowed up to limits which they are unable to perceive or appreciate the benefits of, & when this desperation a child resolves on Rebellion, no amount of ~~after~~ government, coercion, or severity can atone for the injury of his moral nature, ~~ex~~ from such a course, nor in one case in ten even bring him again to ~~seem~~ outward submission. On the other hand put the government of a child very much into his own hands & suggest to him the necessity of self restraint & the best methods of effecting it & you will ~~be~~ be not less astonish'd at his own judicious management of himself

than at the comfort & releasement you, yourself will experience as a result of your confidence in him. So much for school government. ——— Another feature of the school which I wish to notice for my own future reference at least, was, Our Protracted Readings. It frequently happen'd towards the close of the term that that as the classes came near the close of their Readers in the hope of something else in the way of a change, they would request to have their Recitations prolong often to 5 or 6 times the amount they had studied. This I often granted & with surprising good results. After a time they became so fond of prolong'd recitations & would perform with such evident satisfaction & also credit to themselves that I concluded to let them have frequent prolong'd readings of Even two hours length & I never was better satisfied with any experiment in school than this. They would warm up with the subject,

get into the spirit of the Author, whether solemn & sententious or trifling, witty or humorous & it was really interesting to observe the entire change which would come over their countenances & manner of performance, as soon as they struck the vein of the Author's meaning. If at such a crisis some green Boy would so miscale a word as to misconstrue or ludicrously distort the meaning of the author a tremendous burst of laughter would show that they understood the dignity & drift of the whole subject & would have to be received with a good grace or otherwise, by the Unlucky Greenhorn who committed the blunder. But as the pupils of any one class were on about equal ground in these matters such popular demonstrations were generally received in good part. But in conclusion of these observations I will add that if properly conducted these prolonged readings are among the best means of dissipating the tediousness & Monotony consequent upon the routine of the regular program of exercises And indeed while I am on this part of the

(March 3) 1860.

subject, I beg leave to suggest that altho' a Program of exercises should be always on hand and all the whole proceedings of the school should more or less have reference to it as the sounds in a musical performance have reference to a key note yet I cannot insist too strongly upon frequent entire departures from program restraints & will contend that even whole days (especially toward the last of the term) may be pass'd and pass'd beneficially without any direct reference to the common routine whatever returning however to the keynote of our Song in time to prevent our entirely losing sight of it & getting into another tune foreign to that which we set out to sing——
But if any feel that they have not tact enough to operate this way let them at at least make several new Programs so that at all hazards different changes may be rung even if the same Rules must be used. According to my experience the greatest curse in a school is Monotony.

1860.

(March 3rd) To conclude my reflections and observations on this winters school – We went down yesterday afternoon on to the Pic-nic ground and took our Slates & Books, where we had reading speleing writing Arith. & Alegbra & passd a very pleasant afternoon in study & play. I was astonished at the swiftness with which the afternoon glided away – yet we made out a very pleasant and profitable time; even much more so than I had anticipated

And now my time has come to close
These meditations long
In grateful feelings I propose
To finish with a song
A song of thanks unto my God
For all His Love to me
In all past times – at home – abroad
O'er all the Hills & vales I've trod
Thro' this my earthly desting
I've tasted hope I've tasted joy
I've drank of deep despair
No tongue or pen I could employ
Could paint the Griefs without alloy
In by-gone years I've had to bear.

Over.

(March 3d) 1860.

In Death's darke Vale where hope dead was
I've walk'd in Sable gloom
Where every gleam of Joy had fled
A sword suspended o'er my head
Menac'd me with an awful doom—
Yet thro' all this my God was near
To shelter & to save
His wisdom call'd my soul to prayer
My griefs were but His Heavenly Care
My path to peace to pave
Yea endless everlasting peace
Were purchas'd by those scenes
Those lonely years without release
He knew must end in perfect Bliss
Tho scathing sorrow was the means
Since then I've learn'd to know the Lord
His Providence & love
His covenant & faithful word
What consolation they afford
What firm assurance from above
That all our griefs are for the best
And emanate from Love
The love of God forever blest
Sent for our everlasting rest
In brighter worlds above

(March 3rd) 1860.

O Lord of all may I receive
Each good bestowed by Thee
Of comforts ray or sorrow's wave
May I alike from thee receive
As each is in turn best for me
I know that all is from thy hand
And never will complain
But move in peace at thy command
And onward go or still to stand
In comfort or in pain

I thank thee Heavenly Father Kind
For all thy mercies great
In whom alone my yearning mind
Can confidence or comfort find
Thro' all the changing scenes of fate
My life my strength my talents all
Are thine forevermore
For I'll obey when thou shalt call
For I am nothing—thou art all
And hast upheld me heretofore

"

The Bell has toll'd the noon of day
The wind is wailing round
The sky is clad in lonely gray
And clouds are hanging round. O. C. Hampton.

(March 3.) 1860.

I shall now draw for myself a Program of studies preparatory to my next examination which takes places just 15 months & 22 days from this date.

March 12. Algebra title June 1. 1860
Commence review Alg. 1. 1861. rev. 1 ms.
June 1. Orthog. & Reading title Aug 1. 1860.
Aug 1. Grammar " Oct. 1. 1860
Oct. 1. Arith " Dec 1. 1861
Feb. 1. 1861. Geog " Apr. 1. 1861.
Apr. 1. 1861 Commence rev. Alg. & Rev. 1 mo.
May. 1. 1861 " " Orth & Read " 1 mon.
June. 1. 1861. " " Gram. " 1 mo.
July 1. 1861. " " Arith " 1 ms.
Aug. 1. 1861. " " Geog. " 1 mo.

I shall endeavor to secure from a half to an hour each day for carrying this this program for preparation & try to obtain a certificate for 2 years at the next examination if possible.

A. C. Hampton.

December 1860. 3d Monday Morn.
Winter term of Male school commenced
37 scholars are Enrolled for the season
"This morning is quite dull cloudy
& gloomy. School seems to open
however with the usual amount of
interest & the scholars are amiable
and well disposid without exception.
But I am threatend this morning
very urgently with that horible &
much to be dreaded feeling, so nearly
simulating insanity as to be alarming.
Yet by timely use of my will-power
I was enabled soon to intirely triumph
over it all for which I truly bless & thank
the Lord by whose Boundless mercy we
receive every precious gift. ~~~~~"
4. Tues. All obliviousness seemingly
clear'd up & much transparency &
tranquility pretty much all day. ~
5. Wed. School going on quite comfortably.
6. Thurs. Much dark weather these times
but school seems to succeed well.
7 Fri. More moderate & rather brighter
weather. A pleasant school to day.

December 1860. 7. Friday.
The scholars try to do their best I think, & the recitations are mostly satisfactory; added to which a good friendly feeling prevails & this is surely matter of thankfulness. —
January 4. Friday. Very bright & pleasant evening. Fair'd up this P.M. In accordance with the Proclation, we observ'd this day; in the exercise of humiliation & prayer. Had a most excellent meeting at 9 O.C. A.M.

It is now 1/3 of the period thro' requir'd by law for schoold to be kept, & many things have come under my observation during this brief experience in the schoolroom which I wish I had recorded here but which I cannot now remember. This I regret as, had I recorded them I might avail myself of them at any future time. One thing however I recollect & that is in regard to teaching

young pupils the art of numeration & notation. (I mention them in this Order because I am fully persuaded that the teaching of Numeration should always precede that of Notation) The plan I wish here to notice is that of having the pupils, firstly to learn all that can be learnd about the period of figures consisting of Units, tens, & Hundreds; & after perfectly mastering this, to have them write or rather read & write all subsequent exercises as they do the first period, & as this each period of Numbers or rather figures, stood alone & was merely a repetition of the first, which they had before thoroughly learnd. I find this to be far superior to my former plan of trying to teach them several periods at a time including often, vacant Orders which they never know what to do with especially if they are orders of

tens.

1861.

January.

5. Sat. School all day—Day cloudy. I am now convinced that my language & gestures (all) are quite too plentifully spic'd with impatience & severity & I shall alter them forthwith. So help me God!

Jan 10. Thurs. Dark and gloomy School went on well but I have nothing special to record save that—Covina Rollins & Mary Ann Jennings, gave me a kindly call & stopp'd in the School an hour or two. This was comfortable but I regret to say such visits are few and far between to this School. Would, they were more frequent

Jan. 15. Tues. Had a review this afternoon and it was well sustained by the classes. I am more & more convinced every day of the importance of constant & frequent reviews. Nothing indeed is more interesting to the Scholars themselves than thorough reviewing.

1861.

January.

15. Winter is now half out & time seems indeed to fly swiftly. I take great comfort in keeping my school, & improvements are constantly suggesting themselves to my mind which I immediately adopt and so reap the instant benefit thereof without any useless procrastination. I would love to teach for a constant business. For in that case I could be constantly improving in the art of teaching, which is a great art.

* I now require pupils to add & subtract mix'd numbers whether the fractions in them be proper or improper in the same way I would if they were all proper. (Eg.) It is required to add or subtr. $18\frac{7}{19}$ to or fr. $3\frac{27}{19}$ &c. &c. It is quite easy to make them see in the subtraction when it is necessary to borrow or carry 1, 2, 3, 4 &c. as the case may require.

1861.

January.

19. Very bright clear and windy.

* I am now of Opinion that Federal Money may be taught in connection with the notation numeration Add., Subt. Mult. & Div. of simple numbers, better than at any other period of the Students experience. I have therefore commenced the experiment with the 2d " Class & shall prosecute the same for a few weeks & watch the effects, & leave the rest of this page whereon to report Progress.

1861.

January.

19. Sat. Sister Eunice dec'd to day @ 9. a.m.

February 2. Saturday. Dark & damp. I still see more and more the propriety of a perpetual school in order to divive even a tolerable degree of Benefit therefrom. Three months is a very meager pittance of time in a whole year for children to attend school who are realy fit for nothing else. But wait! wait! This is not the time nor place to discuss this subject. —— I have determin'd to kep the 2d & third classes working constantly with combinations of the Elementary Rules of Arith. this the remainder of the Winter & with the exception of a few questions in fractions given occasionally to the 2d class to confine them to different Elementary combinations during the remainder of the term. The Grammar class are extremely slow & backward but I think I see signs of improvement & prospects of more rapid progression

February. 21. 1861.

Thursday. It seems difficult to find time to write in this Book but still I will write what I can; & at this time I wish to say that I am persuaded that the 1st & perhaps the second class would do well to write out the analysis of at least one question in Mental Arithmetic daily. I notice that A. R. Chambers pursues this plan & I am surpris'd that I never before perceiv'd the advantages of it. It ~~struck me before~~. I shall now adopt it & give her the credit of being before me in this particular. I am determin'd to learn from every body and every thing small or great. Who am I? - What am I? or what do I know Absolutly nothing Therefore in humility I will learn all I can from every source - both in Science & religion.

Mental Arith. Writing out Analysis &c.

Spelling art of &c.

1861.

Feb. 22. Washington's Birth day.
I do not get weary of teaching,
but sometimes I run nearly out
of resources, by which to keep up
the interest & comfort of the pupils.
Teaching the art of correct Spelling
with classified lessons, as arranged
as Websters Sp. Books are found
is an impossibility & I intend
to abandon it & take, either my
own head for it or get Mc Guffy's
Spelling Books. — This is decided.

Spelling out of Sp.

I have taught just enough of
Geog. this Winter, to find out
that I must entirely change
my plan, & that Geographies for
the most part are wrong end
foremost, & the right place to
begin with most text Books
is somewhere in the latter
part of the Book if not the
last page. But enough for this eve.

23. Kept half the day and cleand up.
And now I must set out anew
to love more & to bear more than ever.

March. 1861.

1. We kept in memory of our ever Blessed Mother Ann's birth A very profitable day to me always. To day in our Sch. meeting held by both fams. in Firster Order Meeting room, Gills Br Avery's letter was read which he lately sent to E. Bro. Hervey — A very lengthy letter & breathing the true Gospel spirit throughout. I had some very peculiarly good sensations in the meeting or service which follow'd the reading of the letter. It was a blessed time to me.

2. Sat. Kept School all day. Sing Geog. a good deal these times. Had the 3 d class in Long division this week & they learn'd well. — My Grammar class also are just beginning to get into the spirit of their exercises so as to make it interesting to them. Writing exercises in Arithmetical Analysis I find to be a

first rate plan;— by not only learning the Boys to write but also giving them a readiness of expression ~~xxxx~~ of their ideas upon paper not to be gain'd in any other way. Requiring the pupils also to write out their Grammatical Analysis & parsing exercises is a most beneficial arrangement, & the first, which seem'd to give any interest to the study of Grammar I was determin'd to persevere until I made this branch of study interesting & I feel thankful to say that I have succeeded. ~~~~

1861.

November. 25. Monday morning. Cloudy & wintry with snow on the ground & more falling. I open'd school with 41 scholars. Spent the day in Organizing the classes. Bro. Bristow Bamston from the Sec. Order takes charge of the lower department. I hope he may succeed in teaching, & have a good time generally. I have concluded to try to introduce a little Chemistry into the Upper school, alternating it with the Reading exercises; - to see if any advantage is to be gain'd thereby. I must try it at all hazards.

Nov. 26. Tues. Program with some little modification operates favorably. The more I proceed with deliber= ation, & moderation, in the conduct of my school, the more I con= tinually feel & experience the decidedly beneficial influence of such a course & I write for my own benefit and that of all others.

1861.

December. 5. Friday. School clos'd in peace & this day the scholars have all been attentive & good natur'd, and are gradually coming into an interest in their studies.

Dec. 21. School is over for this week & I have clean'd up the schoolhouse. Since my last date we have increas'd the no. of scholars to 61. & have our hands quite full. I can notice I think a gradual developement of my ability to teach, & also to interest pupils. The tedium consequent upon the necessarily arduous nature of study (to a boy especially) I think I can manage to relieve to a much greater degree than formerly. This I do in many ways, but this is a subject so much depending upon experience & so much more upon natural tact, that perhaps a full discussion of it here would be of little utility. But more hereafter.

January 1862.

11. I am sure, that my motive and desire are, to become an earnest sincere & devoted Teacher believing that in this position I shall perhaps be able to be more useful than in any other either here or hereafter. I have chosen this profession for my specialité in existence, and indeed in this choice there is a heartiness and spontaneity, which seem to me could only exist from the fact, that my peculiar organism is better adapted to teaching than any other mode of manifestation. There are however many drawbacks to perfecting myself in my profession to the degree which would be desireable. One of these is, the want of educational facilities within my own reach such as the dead & living

languages, & the higher Mathematics would afford. Another disability arises from want of time & a sufficient relief from other cares. Yet tho' these are serious difficulties in my way, & darken the prospect of my ever becoming in this life such a teacher as I aspire to be, I shall never the less enjoy the satisfaction of a continual, tho' it be a gradual improvement in the profession of my choice & as far as possible, remedy the want of advantages in the above named particulars by a more extended application & a more industrious employment of those which I am blest with, tranquilly biding my time, & enjoying every good within my reach, deeming it unhappy & unwise to throw away any Boon of Heaven, because all I might suppose necessary were not immediately granted me; — So that

1862.

January. 11.
between me & the Divine Providence which so far has gently led me thro' all the dark mazes of this sublunary Existence; Heaven forbid there should ever be any Antagonism. I have a great deal to enjoy & little, very little to suffer;— and my prospects of future felicity are as bright as the noonday splendors of Paradise.— For these unspeakable blessings, "Forget not God O my Soul, but remember all His Benefits; for his Mercy Endureth forever & his righteousness, unto all generations— selah!

15. Wed. I taught Geog. by chanting for two years but have given it up; having found upon review that the pupils did not retain enough of it to pay me for the trouble I took to learn them. I have concluded to try the plan of saying in concert

Jan. 15.) the names & Boundaries, as numberd on the Outlines; & reviewing individual pupils quite frequently. I think this plan in connection with Book-Lessons daily will give the pupils all the Geography it will pay them to get in school.

Reading. I have firmly resolvd never to pass to a new lesson until the one on hand is well understood, & can be well read. (ie)
1. Until the words can all be calld readily.
2. Until each member of each sentence can be properly inflected.
3. Till each important word can be properly emphasisd.

Writing. Too much writing on slates, can never be practiced; either in the shape of Copies, composition, or writing Spelling Lessons; - Examples of Arithmetical Analysis, or Grammar Lessons,

Blackboard. The Blackboard is worth more than any or all the other implements of the school room put together

(Jan. 15.) 1862.

Blackboard. One Blackboad is worth more than ½ a score of Books, Slates Maps &c. Because

1. I can teach them all there is in the Books &c. in half the time I can teach the same from Books, Maps, or Arithmetics.
2. I can teach 20 pupils as easily as 1. & see & correct his errors.
3. I can command his attention to what I am demonstrating which I cannot do half so well, when I require his attention to some dry, dull Author, who has fail'd to explain the only point, upon which the pupils difficulty depends & has gone into an elaborate exegesis of some unimportant matter which the pupil knew as well as he did before he saw the first word on the subject; — And these are my reasons for the my high estimate of the Blackboard.

Jan. 15.) 1862.

"Wed. The weather is quite bleak cloudy & a sleet lying on the Ground.
17. Friday. School is progressing as well as usual, but this is a sad day to Union Village on acct. of a fatal accident. Yesterday evening Washington Slayton & Albert McElhany went on to the Pond to skate; & both broke thro' and were drown'd. They were discover'd to be missing in the evening, at supper, but no alarm was felt, as that was not an uncommon occurence but this morning their hats & mittens were discover'd near the ice-hole which has not yet this year been but slightly frozen over, on the Gristmill pond about 1/3 of the distance from the North West Side. Albert has been found & brought home dead. Washington has not yet been found. (12 Oclock M.) Sad accident.

December. January. 1862.

17. Friday. School as usual.
3 Oclock. "Washington's corpse was recover'd about ½ an hour ago & is now before our door in a Wazon. So ends this days tragical scenes. Poor Boys— both about 16 (Albert.) and 17 or 18 (Washington) in the light of their Youth & beauty, active and intelligent. No more comments here. —

18. Sat. morn. Here I sit composing some verses for the funeral occasion of our two dead Boys. The weather is wet & gloomy & every thing seems to be in unison with the melancholy scene before us whose mournful obsequies we are to celebrate this afternoon at 2½ Oclock. Sad times!
Eve. The funeral is over & we have consign'd the remains of our deceasid friends to a cold meltering tomb. Both were buried in one Grave side by side.

1862.

January.

18. Saturday. Wet & gloomy day.
Lines composed on the occasion
of the death of Albert McElhany
& Washington Clayton, set forth
on the opposite page & back.

1862.

January.

24. Fri. School going of comfortably. I must make a new Program; for altho' the present one has done good service, yet it is about time it was dismissed from present service, both for the sake of variety & benefit.

29. Wednesday. Rainy & turning to snow. On Mon. P.M. our good S. Union Bro. spent the afternoon in the school and expressed himself highly pleased with the exercises.

Use of the Globe. I have at last succeeded in the use of the Globe to an extent which considering the moderate advancement of my pupils is entirely satisfactory as it answers all present practical purposes, & gives a much more correct impression of the Geography of the Earth's surface than the dry details to be found in the Books on this dry subject. I firstly teach the class orally what I wish them to know on

January. 1862.

29. the subject at one time; having the Globe before them and pointing to each line, point circle or what not at the same time speaking its name and telling its uses. Then I select one at a time from the class, & require him to say all he can think of what he has just heard promulg'd. I gradually extend my oral instruction over the entire Globe treating of every particular, in a certain Order which I never deviate from, until all the facts within the comprehension of the class are brot before it & firmly establish'd in the mind of each member thereof, by his own constant repetition of them & the critical definition of the terms he is using, which exercise I require all the way through. And this is the way I teach Geography, when using the Globe

1862.

29. Wednesday.
Evening. A driving pelting snow from the North West. Clouds & windy gloom. School pass'd off very well to day.
February. 6. Thursday. I have had but a sorry time of it, teaching school this winter. The weather has been for the most part very muddy & the house & surroundings, consequently very untidy and unpleasant. I have also suffrid such continual agony in trying to wear my teeth, that it seemd at times impossible to feel any interest in school or any thing else. Lastly I have had two or three attacks of dyspepsia & am this morning convalescent from the last attack. Still I hope the few remaining days may go off more pleasantly than all that have preceded them & in some measure compound for the hitherto rather dry times we have so far had during the present session. Nevertheless the Lords will be done.

1861.

February.

8. Saturday. Cool and cloudy. It is difficult for me to describe the serene quiet influence which pervaded the school to day. Every scholar seem'd to be engag'd & interested in the studies before him & no one seem'd inclin'd to be either noisy or restless. I read the sacred Story of the Rebellion of Korah, from the Bible & they seem'd profoundly interested in it. This was done right in the midst of their studying & I requested each pupil to put every thing into his desk while the sacred account was read & each complied with a reverence worthy of persons of mature years. The reading occupied perhaps 15 minutes & after it was over the pupils resum'd their studies & seem'd thereafter to have been hush'd into a sacred peace truly delightful.

1862.

February

8. Sat. — Certificates of good behavior or Recitation, so that their influence is so directed as to stimulate the student to excell himself only, & not others, are very serviceable & that in more ways than one & it is my intention to employ them more than I have ever heretofore done & especially among the younger pupils. But more of this hereafter.

15. Sat. Mercury stationary at 2 to 3° below 0. with 6 in. snow on the ground. My school has been quite aroused for some days, by the introduction among the two lower classes of the plan of giving certificates of good behavior & correct recitations. It seems to work well, & produces quite an ardent interest in study & correct deportment in school. I have also introduced another

February. 1862.

15.) plan which I think is an improvement in more ways, than one. This is to require every pupil to write upon his slate every thing he would otherwise need to enquire of me audibly; such for instance as enquiring the pronunciation or definition of a word; requesting to leave his seat, — to know where his lesson is — to be shown an arithmetical question — a difficulty in Grammar &c. &c. Its advantages are 1. Saving much confusion by having to speak audibly to a distant pupil while hearing a recitation. 2. It obliges each pupil to express himself by writing, & also obliges him to do it correctly, for I criticize each performance. 3. By interposing some difficulty of access to me I am furnished with only such inquiries as are absolutely necessary.

1862.

February.

18. 2 Oclock P. M. Beautiful & clear weather — mild & springlike. I have just sent out all the school for an hour's ramble each one to take a different direction, in order to hunt up materials for a composition exercise. They are to stay an hour & then return an write an hour. This is an experiment.

3 Oclock Each pupil returnd at the appointed time and all sat down and endeavoured to write as good an account of their walk as possible & altogether it has been a decided success; & has all gone off pleasantly.

25. Tens. School closd to day at 11 O'clock. That is, the term for the winter; but I suppose some of the younger scholars will gon on for a few days yet. Bristow quits, & I am to continue the school. My Globe teaching has been an entire success this session. Bristow has been indefatigable & very earnest & sincere to teach the department under his charge all he could make them learn.

1862.

Feb. 25. Tuesday. Not cold & cloudy.

In looking over the term of school just expir'd I am depress'd in spirit by a thot & a fact which occur at the close of every term & that is, I was just beginning to discover interesting signs of permanent & evident improvement among the pupils & got a foundation just completed when on I might calculate with certainty to swiftly build up a scientific superstructure in the minds I have been three months preparing for it. But I must I must bow to the fiat of fate & the necessities of Destiny & say "The Lord's will be done." It is not I who shall suffer my peace to be disturb'd by this or any other outward mutation, or inward dispensation of the Divine Providence — knowing as I do that every thing must culminate in my highest Glory and happiness in the End. We have done this winter as well as we could & that is not what every man in this State can say who has essay'd to teach a district school. So fare well school & schol

1862.

December 1. Male school commenced
Open'd as usual, by calling the School
together & handing out books &c &c.
Day cloudy and moderately cold.

Feb. 6. Friday. Cold and perhaps a
foot of snow on the Ground.
School has proceeded with great
regularity thus far this winter
and the usual amount of im-
provement has been reach'd by
the different classes. Thus far
no certificates for correct re-
celutions or good behavior
have been granted. Still I
believe these to be good & wholesome
incentives to noble & worthy exer
tions at least they have prov'd
so in my hands. And another
year I shall surely have them. —

Feb. 17. Tues. Cloudy. I am happy to day
but it is the first day I have felt any
positive releasement & comfort in a long
time. School progresses quite favorably
& the first class have now gone thro' an
Elementary chemistry & have, or are about

1863.

February. 17.) about to recommence at the beginning. I have not been entirely satisfied with the organization of my school during the present term, and if I ever keep another, I shall surely have more particular reference to equality in scientific ability, than I ever have had & this at any sacrafice whatever, for I am convinced that upon this more than any other, or even all other things put together, depends the success of a school organization & operation.

1863.

November 30. Monday morning. Male school was opend with 28 scholars – since increas'd to 29.

5. th The clouds portend a coming rain
The winds are warm and high
They stir the sleping weather vane
And round our dwellings sigh.
But we are in the quiet school
And nothing have to fear
We're govern'd by consistent rule
And love our efforts cheer.

10. Thurs. Dark morning with a low dis olate creeping wind. Time flies away.

Cancellation. The best way I have discover'd to demonstrate on what principle Cancellation proceeds is the following. If you take the number 5, 7 times (ie) increase it 7 times, & then diminish it 7 times you will have the same number (5) which you started with. This can be made very plain to any scholar. ——

The perpormances of Division & multiplication & division should always be conducted

with continual reference to the principles upon which our systems of numeration and notation are basid; and this can be done quite as easily with young classes who just commencing Mult. & division as more advanced scholars, & indeed the earlier periods of their experience in Numbers is the time par excellence to give them correct ideas upon all the principles which underlie Arithmetical & mathematical science generally.
Even when I have small classes in Mult. & Division I insist upon their analyzing every movement in each operation & letting the reasons why one step therein necessitates another & also proving with self-evident fidelity & certitude, that the whole result is the unavoidable consequences of all the processes employ'd in reaching it
Suppose I have a child at the Board performing the operation of dividing a number, containing millions, - say 7 24 millions &c. by 3 & using the short division method. I do not give him

the credit of knowing any thing about the operation unless he can solve it in this manner. 3 is contain'd in 7 hundred mill., 1 hundred million times, & there is 2 hundred million over; therefore 1 (hundred million) must be set for the fig. of the quotient. Again the 2 hundred millions over must be cut up into 10^s of millions pieces & added to the 2 10^s of millions in the dividend which will make 22 10^s of millions, which will contain 3, 4 10^s of millions of times or 40 million times & 20 millions over which 20 millions must be again made into parts just the size of those in the next lower Order (viz) millions & added to the 4 mill's in the question; making 24 Mill's into which 3 must again be put, or which must again be divided by 3. (into 3 parts) & so on to the end of the operation. And thoroughly analytical method is the only one by which a child can ever know any which in after life he can ever make available to himself in the multifarious business Relations with which may be connected

1863.

December 16. Wednesday. Cold & snowy.

Grammar. I have the second class in grammar which is about the first experiment I have ever made with scholars so young and little advanced; but I think I shall succeed. I think Green's Gram. this parsing is the best one extant, or that I have yet come across— But I should like to see one of I. A. Nutting's— a late publication— If it is what its prospectus purports, it is doubtless superior to any thing yet published. I am determined if possible to have some kind of Reward of Merit or certificate of good behavior or recitation in my school; for I believe I can make such reward really serviceable & beneficial; but prizes I abjure altogether— when proposed to several competitors. All I wish is to set each scholar upon a race of competition with himself; to set Tom Dick or Harry of to day as competitors of Tom— Dick and Harry of tomorrow, each to each, as the Gymnators say. This is an ~~emptor~~ emulation every way profitable.

1863. — 1864.

December 18. Fri. Very cold and windy. Being under tribulation, I opened my Bible upon these comfortable sayings "Trust in the Lord and do good, so shalt thou dwell in the land; & He shall give thee the desires of thy heart Commit thy way unto the Lord & He shall bring it to pass." The meek shall inherit the Earth & shall delight themselves with the abundance of peace

Psalms. XXXVII
3d 5th & 11th —

January 9th Saturday — In no previous year have the Scholars ever come so irregularly, as the present. My eye was affected with Neuralgia — by which I was oblig'd to desist from teaching for a whole week, & the scholars have moreover lost much time by being kept away on sundry pretexts, until winter is nearly half gone and school is hardly commenced. The second Class, altho' making slow progress in grammar are still doing something & I do not regret their having embarked upon the dark & stormy sea of that science.

January 9th 1864. It is very cold weather. I have commenc'd using little picture cards as rewards for good recitations and behavior in school and they seem to have a good effect in arousing a healthy self-emulation & thereby procuring better order & better recitations. As to exciting by any means, one scholar against another in unholy competition I utterly repudiate it, on account 1st of the direct cruelty of the system & the pernicious effects & passions it never fails to cultivate in the competitors. But these self Emulation cards - even the older scholars seem anxious to possess, & this feeling I shall encourage to the utmost. —— The weather is & has been colder this winter than for a number of years - & we ought to be very thankful indeed for our blessings & privileges in being warmly ensconc'd in a pleasant schoolhouse & permitted to pursue our Studies without interruption.

1864.

January. 9th Saturday. Very cold.
Of all the avocations of this life
the pleasantest for me is Teaching.
Herein I feel the most natural stimulus
and the serenest pleasure. I would
that I might be permitted to teach
all the year round, & teach the same
scholars — then I should be able to
come gradually into the use and practice
of better better facilities for opening
expanding & enlightening the young
mind and also interesting the pupils.
But if this life should not afford me
such a privilege — still I will not repine
but be Cheerful and thankful that the
Divine Providence has nevertheless
cast my lot in pleasant places & crowned
me with peace and an everlasting salvation.
14. Thursday. Morning pleasant with
a red haze around the western hori-
zon which some say portends snow
in the winter time. Mercury about 32°.
Both families having procur'd
their ice for the season, I hope the
scholars will attend school more regularly
hereafter. I

1864.

January 15. Fri. Some colder with clouds and wind and a little snow. My first & second classes still succeed in making considerable progress in Grammar. Third class are doing well in their studies. The third class also go on well in numbers.

Feb. 6th " School has proceeded more regularly since my last date, than previous to that time and consequently much more progress has been made by the scholars. The First class in Grammar are doing well— The second though not so fast are nevertheless making a sensible progress. I reorganized by a new class card ~~to day~~ yesterday which arrangement promises to work better than any one hitherto employ'd. Cards of merit, which I have for some time past distributed among the scholars on the self emulating plan so far have been an entire success & I propose to extend this facility at my earliest convenience & have ordered Atwaters cards.

February 6th) for this purpose, thinking
his system of rewards superior to any
I have become acquainted with yet.
"Writing. So much writing on slates
cannot be practic'd and I am daily
more and more convinced of its
great utility in studying every branch
of English Education in School &
out of School. So ends my present observation
P. D. O Lord with pain and weariness
do I behold after so many years, the
elements of sorrow looming up in the
sable horizon of my trembling spirit
and hear the low rumble of the distant
thunder, & the howl of the brewing tempest
O God of the spirits of all flesh— I
dare not— I cannot ask any thing
at thy hand only that "Thy Holy
will be done & thy Holy purpose, fully
accomplish'd in me— ere thy fiery
Ordeal be withdrawn from me. The
spirit of man naturally shrinks
from yielding itself up to be the
victim of "the everlasting burning"
but so thou hast decreed, & I do, I

February 15th 1864.

I will say "Thy will be done in me" Those rudimental Elements of antagonism must be arous'd and my affinity with thy Holy Spirit must be effected by some means. What those are thou knowest best & shalt therefore control my whole destiny, henceforth and forever.—

Morning.

Eve. Much more calm than in the morning. But desire nothing but the will of God— be that joy or sorrow— consolation or despair— for this is all I can rely on for a moment. I shall shrink from no duty pale at no danger— I desire thro' all to think the thoughts & feel the feelings alone which the Lord wants me to think and feel. And tho' I am not always able to know what these are, Yet O God— may I ever remain in passiveness to thy every influence, Grief & all, until all the Glory and consolation have culminated in me for which thou hast created me— Amen.

1864.

Feb. 17. Wed. Very cold indeed. School progressing
Thro all the days of this lone life — Mysterious
mondane sphere of Joy & woe! I've battled
on in dread unequal strife — Mid storms
of doth and agony below. For six & forty
years I've faced the foe — With victry thus
far perched upon my banner — And with
God's help I yet shall strike the blow
Of finally victry in a glorious manner.
Feb. 20. Sat. Taught till noon. School goes on well.
Feb. 22. Mon. The Battle rages on — And
still I in the front am bravely fighting
God grant how soon these days may all be
gone — And victry I may be in Heaven reciting
Altho the enemy I'm pressing hard
I scarcely dare to sleep upon my arms
No battle painted by romantic Bard
Was half so full of blood & strife & storms.
Still He who is the God of every Battle
Hath held me in the Hollow of his hand
While cannons roar, & bullets round me rattle
And many fall around on every hand.
But all resigned I wish to be — To his whole
discipline — Under his shadow walking pa
Escaping from all sin. A. G. Hampton.

March 8th 1864. Tuesday. Fair.
Male school closes to day. Held 65 days.
Remarks. I have had a successful
school this winter in which have been
taught with considerable thoroughness
Spelling — Reading — writing — Eng.
Grammar Geography — Chemistry
Physiology — composition — Arithmetic
and Algebra. The use of Merit cards
on Atwaters system, have been of
undoubted Utility both in the easier
management of the school and the
greater progress and industry of
the pupills. Wilson's Readers are a
success decidedly; — and in addition
to their teaching Elocution, perhaps
Equally well with the series heretofore
us'd in this school — they moreover
impart a vast fund of knowledge
on nearly every useful subject Moral
mental — physical — not to be found
in the series heretofore us'd. Greens
Grammar I consider before all others
in point of real usefulness; tho'
not perhaps the easiest understood.

March 8. 1863. Tuesday — Pleasant.
Some mysterious, smultations — have
I this winter experienced, which, were
it the will of Jehovah, I might
never again meet & grapple with
thro' all the long ages of Eternity, I
should be thankful — But nevertheless
not my will but the Lord's be done.
I'll bow to my fate as an ox to the yoke
In silence & patience resigned (stroke
Who ~~fears~~ prays the Ordeal or fearful the
Eternally fixed is my mind,
In faith & humility ever to walk
While treading the desert of time
Be founded forever upon the firm rock
Established by Heaven sublime.
O. C. Hampton.
I have now put the schoolhouse
in Order for my successor, who
I hope may find as much enjoyment
this summer as I have found
during the past winter in teaching,
for about all the comfort I have
enjoyed, has been inside of the
schoolroom — Oliver C. Hampton.

March 21st 1864. the weather is quite cold but not so windy, on the day previous, this being monday I have not had a full school all day, the most of the large girls had to help do the washing, and this always makes a dull school in the after noon. little or no intrest, the girls are weary and stupid. so there is not much learnid. O how I wish the girls never had to stay away from school one hour there is nothing makes them loose their intrest more than this one thing, O, I am this is my opinion.

Wednesday March. 23 another cold disagreable day, O I long for those warm sunny days to come that will cause the buds to open and let the tiny leaves come forth from their prison, and robe the trees in beautiful green, with the delicate blossom tinged with red and blue. what is more beautiful and pleasing, to a contented mind than to see nature coming forth in all her beauty. But "Not to the breaking heart

"With grief & care oppress'd
"It flutters wildly to depart
"And longs to be at rest."

July 13th 1864. Here I sit solitary & alone, on this bright summer morning. And as I hear the cheerful crickets chirping around the house & Birds singing at a distance, my mind wanders back to other days, when this sequested retreat, was my place of retirement & study, & often of peaceful meditation— the evening hours of a Hermit after the toils of the day were over. By a Parody upon Cowper the amiable & gentle poet, may I well say "O Eldership where are thy Charms "That sages have seen in thy face "Better dwell in the midst of alarms "Than reign in so dreadful a place." If I were once more honorably retired from all the burdens & cares attach'd to an office in this institution, & left with no other solicitude but that of myself— with a few moments each day for reading & improvement, I should then enjoy existence once more in all its freshness & beauty & pass quietly down the stream of time to "that vast Ocean we must sail so soon— & serenely wait

July ——— 1864.

the wind, so shortly to waft me
to a holier-better land. I have intered
this school room often and alone, when
I could almost hear the Divine whisperings
of higher intelligences as they seemed
noiselessly to ~~pass~~ glide past me-im-
parting the sublime inspiration & poetry
of a higher & serener sphere- & from
whose sublime intuitions I was able
to see the tops of thots & ~~scenes~~ gleams
of Glory and poetic beauty beyond all
language to portray. But in the words of
the poet "Those days are gone" and years
of sorrow & unrest, have thrown their
melancholy shadows over the dreary hills
and ~~dun~~ dunless vallies of a long vista
of years, since those hallow'd times.
Along those songless wastes, have I sought
my weary way for months & years with
scarce a ray of the sunlight of consolation
to cheer the cloud-curtained pathway.
And never since I entered the cheerless
region of Responsibility, have I had
but very brief relays of comfort & serenity.
But where O my soul art thou straying?

July — 1864.

Is not God—the Highest holy one who inhabits the Eternity;—the Supreme Arbiter of every destiny?—And is not His Wisdom Infinite His mercy Eternal—His Love Everlasting? Distrust not then His power & goodness to evolve from every dispensation of his Providence to thee, thy highest final glory and Peace—whether he lead thee thro' the Burning glooms of Hell, or the serene Bowers of Heavenly Peace;—assured that the culmination of all thy wanderings shall be upon the heights of His Everlasting blessing & consolation in a land "where the "wicked cease from troubling and the "weary at rest." Pass peacefully on to this serene portal of thy final destiny—& let not the fearful thunderbolts of despair dismay thee—Being assured that——

"Tho' oft with dreadful majesty he dips
"His Pencil into Earthquake & Eclipse
"Tho' Burning hell be painted on the sky
"Earth's deep foundations into fragments fly
"Yet nought of this thy final Peace can thwart
"If thou shalt never from my decrees depart
"For "Ye thy God shall lead thee by thy hand

1864

Thro' every danger to that blissful land
Where this Eternal ages thou shalt rest
Enrolld with shining millions of the Blest.

December 7th Commenced the Male
Wed. School with 33 scholars enroll'd.
It is arrang'd for Wm Mayne to teach
the lower department; but I fear I
shall be oblig'd to take all into my
own room. Afternoon. I am
persuaded that I must concentrate
all in the upper Room, if I succeed
this winter. (12) Weather is getting colder.
Thurs. Quite cold. All the scholars are in
the upper room. Class E half an hour
off and on all day. Cant give them
much attention. Chickens & coffee for dinner.
A cold dead wind comes huthering from the East
And shudders thro' our shivering flesh & bones
A cheerless season both for man & beast
While roar the woods in melancholy tones.
13. Fri. Quite wintry. School is going on
as well as possible under the present organization
So many little fellows are in the school.
I believe I shall have to keep some of
them at home; or get another teacher.
A little snow is falling occasionally
to day, and the clouds look desolate
and gloomy & the forest is silent.

December 14th 1864. Wednesday.
It has clear'd away pleasant and the school is going on. But not yet fully organiz'd. First; Because I have not been able to get the school furnishings & 2d. Because the usual life and interest has not yet been reach'd but is approaching.
I am more at home in a schoolroom than any other place & the Occupation of a teacher is more congenial to my tastes than any other. I have no penalty as an Elder, & wish I was well out of every thing pertaining to the thankless office. There are no charms in it. But when in school I feel all the glow of youth return and delight in imparting scientific truth to the young mind, & quite as much in observing the intensity of curiosity & pleasure a child takes hold of any new truth when presented to him in a pleasing & interesting manner. My pupils however are many of them raw & rapid to start in their career.

1865.

January 21. Sat. No school to day.
I have been laboring hard for many
years to teach Numeration to a child, but
have not yet been able to perfect any
plan by which it can readily be done
& which is altogether satisfactory to me.
But I am now persuaded that little
children should first of all be taught
to make the 9 digits and call them readily
at sight— 2. to make the several combi-
nations as far as 100 & call these readily
at sight 3. To make a great many of
the combinations between 1 & 100 in
every conceivable way in which they
can be combin'd; & 4thly To commence
the notations & numeration of thousands
(a new period) & go thro' all manipu-
lations of this second period; continually
filling the first period with noughts,
& so with all the other periods in
succession until they find out they
are all to be written by the same
law by which the Unit period was
written. This may be thot a slow
process, but it is fast, in the long run.

January. 1865.

24. Tues. It is a dark & silent morn.
The woods are bleak and bare
And Boreas blows his wintry horn
And snow is wafting thro the air.
But gloomy as the scenery seems
'Tis far from sad to me— For thro' the shivering
gloom there glooms—

28. Sat. Eve. Now screams the wintery
wind around— And clouds a gloomy
curtain spread— The rattling door with
ominous sound— Suggesting Ghosts &
Ghostly dread— The silent snow
upon the Earth— The roaring blast
in yonder wood— To gloomy thots
give easy birth— And lure me to a
serious mood. Enough of this at present.
Altho' a majority of my scholars
are green & very unused to anything
like a thorough school discipline
yet I have succeeded in arousing
a more lively interest in the
school than I had any hopes
of being able to attain to & this
is matter of thankfulness.

1865.

February. 6th Monday. Cloudy & cold.
All the 2d Order scholars away to day.
7. All the school present & went on well.
Eve. The silent snow is falling now
From out the brewing North – And
lonely swings the leafless bow – And
gloomy all the scenes of Earth. But
cheerful is the good man's path –
By God's own Love illumid – Nor
winter stern, nor gloomy Death – Nor
night in Tempest gloomid – Can fill
his spirit calm, with fear – Or darken
his bright day – He feels God's presence
yonder – here – And quietly pursues his way.
11. th. No school to day. – I have
now I believe at last mastered
the most difficult part of school
teaching according to my experience
(viz) learning children to write and
readily enumerate all possible numbers
simple – may silly as this may seem to
other teachers, nevertheless, I have had
so much trouble with this one little
matter, that when I get my plan
perfected in all its details, I shall

loose no time in transferring the long desir'd Object to the pages of this Journal, as a valuable & precious acquisition to the other experiences herein recorded. And I may premise here as a preface in some sort of what is to follow, that the main point of difficulty has all along been to begin back far enough among the rudiments of the art to make myself understood by primary scholars. Indeed what I mean is to begin back at nothing — that is let the child first learn to make a nought (O.) & teach him its uses, as far as these can be taught without connection with other figures. Next let him be taught all the different connections & their uses; which may enter into the combination of 0 with the figure 1. This may seem very rudimentary indeed, but It is none to far back to begin according to my experience & teachings need not seem so very simple at all, when we remember that

Feb 11.) it is yet an open question with Mathematicians, whether 0 is no number atall, or whether it is the infinite Mystic number, which is to be conceived, after all finite computation has failed & so an infinitely great number.

28. Last day of the month of Feb. This day I was under obligations of a very painful chardcter (viz) to correct a couple of Boys with the Rod. It seems impossible to manage so large a school as the present one without some degree of Carporeal Chastisement; for altho' I could very well get along with a pupil who will merely not study (as that is only his loss & moreover no pupil can be expected to study unremittingly, especially young ones) yet I cannot & will not suffer one pupil to play with & disturb and interrupt his studies; be the consequences what they may. Otherwise the School is progressing as favorably as usual — So farewell February.

March 1. Wednesday — School continues.

Now, School is out now for this forenoon, I disregard the programe enough to give a spice of pleasure to the exercises, Arithmetic seems to be the most interesting study of the school Not at all confined to the ~~Pupils~~ pupil, but is the easiest taught and also comprehended with the greatest degree of interest, Even little children all seem to desire to excel in this branch, Attempted this morning to introduce the practice of writting the analysis on the slate, but found it took more than one forenoon to introduce such an exercise, & so difficult a branch, in the course of one forenoon, So this afternoon, we undertook it again, and all of the first class, gave me a pretty fair sample, of ~~them~~ their final success Their success, is surely mine, for unless they learn fast, I can stand but a very poor chance of claiming the name of School tacher,

I am attempting to study a little myself, in Grammar, and Practical Arithmetic, But have came to a dead halt in both, I expect I will one day look back and be ashamed to think that I did not know how to work here, at the age of "21,"

May 29rd Wet and rainy. Be it rain, or sunshine I must drag all the little ones to school with me or leave them alone at home, and feel all the time uneasy, for fear they may get into the fire or in the dirt or some other mischief which will cause me more trouble than I can have time to remedy, It was not my agreement to teach unless, some one would stay at the house while I was gone, But they have thought fit to double my employment, they must certainly consider me capable of preforming a great deal, The ordinary employment in the spring of caretaker is to prepare the summer clothing for the children and it is considered as much as they can do But of the, two, I had rather keep the school than sew,

May 31st, dreamed last night, that, the Rev, O C Hampton, gave me one of the most awful scoldings that I ever received, for not laboring harder in meeting, Saying, I had better lay my books aside if it had to interfere with my religious exercises, How awfull the wind blew and it rained as hard And it seemed to me, that the whole heavens were in a costant blaze of light the whole night thro'

We have had a very pretty school to day, every one was busy at their lessons. I defered the recitation of their spelling, and intend to have a trapping class tomorrow We have had this exercise every week, since school commenced,

May 6th, I seat myself now the last day of the week, to pen a few of my reflections, I am alone in this house and the wind howls dismally around it, The trees are all robed in beautiful green, The flowers are coming forth with their pink tinged leaves. The ground that, two short months ago, was covered in with a brown withered suit, is now heavy with green herbage, The air that was so cool and silent, is now warm, and ringing with the magic of the merry sonsters, If nature is not happy now when, is it so, Yet this is not one of springs prettiest days, for the clouds hang threatningly over our heads, as if meditating an attack, and now as I write, the pattering drops against the window warns me that I had better start for home, so I bid this week good by,

May 10th My last date was the 6th, four days, have glided by since that time, It seems more like 4 months to me. at least I have learned during these 4 days, a lesson which I hope may profit me, I have also,

learned one which I had rather never learned. Oh I wish I could lean on the Father of the Fatherless, how I wish I could rely on his love, and his alone. I have, found that our nearest friends doubt us, fear to trust us, for fear they will be deceived, God knows our hearts, and we can not deceive him. How I hate to find out that I have been deceived. when I thought any one had confidence, in me and believed I would try to do what was right, to find out that the least deviation on my part would make them doubt me, I must and will" make God my trust, I know I dont now, but I "will" for in Him is there not even the shadow of turning. Noon, school is out for this forenoon, I thought last evening that I would certainly go insane with my head, I layed throwed myself down on the bed about six and there layed untill after nine, Part of the time I was in this wild fitful slumber, which is so very disagreable, when awake I dare'nt not to move, lest the pain should become unbearable,

11th Rain. rain. rain, when will it cease raining I am going to tell you how I feel in regard to this school, The majority are very well behaved, also quite tractable children, and not one among the whole are very bad, yet I can not say all are strictly

obedient girls. They do not appear to love each other very much, and the least provocation on the part of one is immediatly retaliated, I wish I was naturely more stern, than I am, I am obliged to cultivate this talent, if I may call it such, I do not think they are under the government at home (the 1st order girls) that they ought to be or they would not be so hard to govern at school, (at least part of them) One thing is sure. Charity will become a vice, if allowed to govern my conduct in this respect longer, I must act immediately or insubordination will be the consequence. The scoll scholars are now ariving, and, I shall soon have my plans matured and shall imediately put them into execution, Well the school house is now cleaned and, the last girl has just shut the door, Now I have leisure to transfer my feelings to these pages, I opened the school this afternoon by informing the girls, that now, since they had laid waste every spark of patience in my bones, they had forced me to resort to harsh means, I should spare none, but correct in a harsh manner, every willful derilection from my stated rules, which they well know are few and rather rational at the same time desiring them all, to behave in a decent and comely manner to spare me this. I

May 13. Saturday, This has been a very pleasant forenoon, When I commenced with the girls they could with difficulty add two numbers togather now they can subtract, and multiply, very readily I have no cause to feel sorry for attempting this for I find real enjoyment in it myself, Every day I learn better how to express and impart what little I know, I would write more, but I am afraid I will loose my dinner.

15th Monday.

17 Wet, School has not yet taken up. I took exactly half of the week, this spring, but Emily carries on business when I am absent on monday.

I heard a sermon preached last evening, on the all important topic "Relation". and it haunts me. for the philosophy of the subject was rational, to every rational mind. but I dare not investigate the matter to close, yet I know the day is not far distant when, duty will force me to it all, My mind is so confused that I can not unravel all my feelings now, and were it an easy task, I would not stain one page in this book with the recital,

Thursday. Now it is lightning and thundering yea and raining also. this evening. I have become

so worn out with the headache, that I am almost willing to do any thing, even to bathing, I hope I may reap some small benefit from it. I expect you will begin to think I have ceased to regard this as a chool journal and have actually taken it for my private journal. so to prevent this impression from becoming a settled conviction on the reader's part, I will, at least once in a while, tell this book how I am getting along with my school, but for the present I have some other writting to do, and therefore defer the transposition of affairs untill a more convenient opportunity. This writting of analysis of their arithmetic, has proved equally as difficult an opporation as I anticipated, and my patience is so severally taxed sometimes that I am sorely afraid that I may yet become the victim of my own impatience. The first class were just about to launch out, on a new ~~divivsion~~ division, so I spent over an hour with them to learn them how to write the analysis of their questions whole down, There is 6 girls in the class, and out of that number, there was three who I think perfetly understands it. two others want to learn. but it is harder for them to learn, And one poor unfortunate girl, ~~who~~ is so subject to the studds that they never can learn very fast. I believe I will adopt the plan. of appearing not to notice her, when

she acts in this uncivil manner, I am impressed that this will be the ~~most advantages~~ profitable method to pursue, ~~as~~ also the least trouble to me, Another resolution I have formed, and that is to devide the girls in the Practical arithmetic in two seperate classes, I have both classes together now, but there are 1 or 2 in the first class who can not keep up with the rest, and-again- there is 1 or 2 in the ~~seconclass~~ second class, who are in fact superior. so to fetch it out right, I will be obliged to seperate the more advanced one from the others, or they will be obliged to tarry with them so long over one rule, which is very discouraging to them, but to do this I will have to alter my programme considerable (which I wish Elder River would conclude it was best for him to do, I think it would be very generous in him,- don't you) I must now apply my mind to my arithmetical problems, I do want so bad to get through part third so bad this summer, but I would prefer you would not think that I am only anxious for the name of it, If I could only learn all it contained on one page I would be willing to tarry on that one all summer.

24th Wednesday. Sorrowful days, are these, But they shall ever remain unknown to all but God and me

23d. Since the new programe has been arsanged we have glideded along quite pleasantly. Altho' 1 or 2 was rather reluctant in taking their places at the board, but you may believe me it was not the going up. One's that were displeased. My first class has just commenced working in short division. But I am going to keep as dark as I can this spring. It is so much more interesting to have a school with a few scholars in it than to have a few babies that cannot count as far as ten.

26. Fri. Still rains occasionally & consequently I am engaged up here, in the school-room. I find the Girls pleasantly disposed, and all quite interested to press up the rugged hill of science to the Beautiful Temple of intellectual fame. In my observations of the manner of teaching pursued in this school I have constant occasion to notice a want of ability, so to simplify the elements of the several branches, as to secure a through comprehension of the several lessons assigned to the pupils from

May 1865.) time to time. From a comparison of my own success with others in this particular, I am led to suppose (not by any means in a way of Boasting however) that I possess the art of simplifying elementary truths to within the limits of the Juvenile mind in a happy degree; but I can assure every one who may read this, that this art is perhaps no more natural I say for me than others; but has arisen from 2 to causes 1st Being sure to perfectly understand the subject myself, before endeavoring to explain it to others. Secondly Studying more assiduously on this one point of explaining elements & finding out the very roots & primary materials from which all rules & general principles are, I have been led'd, than any or all other Branches of study put together. Another observation I have to make is, a habit of passing from one point or principle to another in too

quick succession;- not remembering that no succeeding truth can be ever comprehended unless the primary truth on which it rests is first perfectly understood - no odds if this requires an age to comprehend. - Accordingly I keep scholars a long time - a very long time among the very simplest truths & most elementary ideas of science - knowing that their after success will be more than enough greater to fully compound for all the time spent in gaining those analytical gems of all science. One more idea may be of use to some who do not know as much as I do, if there are any such. Every thing communicated to the mind of a pupil, should be so communicated as to elicit from him the solution of the problem proposed, without directly explaining the same; - in other words, the pupil should always be questioned in such a manner as to enable

May. 26.) 1865.

him to perceive, and to give the true answer, & as it were by his own tact, & smartness. In this consists 1/10 of all my success in teaching, but notwithstanding all this, I have never been able to impress one single individual with a thousandth part of its importance. However Every Teacher of course has his plan & of course I should be sorry for any one who showed pet like yielding a blind acquiescence to my, or any one else' plan — I only would suggest, that upon this, as upon every other subject, we should all sereently adopt the excellent precept of the Beloved Apostle, "To prove all things & hold fast that which is good." "Ends my lay."

July 14. 1865. Cool and pleasant. How dreadful are thy ~~[illegible]~~ tortures O Dispepsia! Who can describe the land of boding gloom Those stalking Ghosts of ~~compost~~ long since dead

July 14. 1865.

Those present agonies which throng the way
Or raven-wing'd forebodings of the future
Those sable curtains round the upper sky
Of that dread region where thy vobys roam
And seek for rest which never can be found
For weeks I've wander'd o'er that songless land
Where lonely nightwinds fan the sickning soul
And doleful birds scream out upon the blast
And yelling Ghosts lead on the frightful dance
To music made by sorrows trembling Harp.
I sit me down in this sequester'd place
And muse on all the faded joys of life
Now blasted by thy pestilential Breath
And scatter'd from the Blooming tree of peace
Like leaves in silent Autumn strewn around
Or wafted here & there about the sky
And wither'd-creeping on to dusky Death
I wail among the desert rocks of fate
Or in the blasted valley of Despair
Or roam in sadness o'er the windy hills
To find a lonely flicker'd ray of Hope
Or glimmering Meteor shoot across the sky
Of Consolation this dread place to cheer.
There-slowly fly a dismal flock of doubts
And shake their ruefull pinions over head

July. 1865.

While here upon a deadly Upas Tree
Whose gloomy shade dispasing to Despair
Are perch'd a flock of melancholy thots.
The leaden sky no sun or moon or star
Admits thro' all the unrelenting clouds,
But fell diseases stalk even at noon day
And rob the Blood of every drop of joy
For want of heat & light from that great lamp
Of Consolation hung serene in Heaven
To drive the fell Miasm from the air
And warm & comfort the desponding mind.
But who shall in his arrogance presume
To murmur at thy Providence O God
Whose holy hand on Him has thus been laid
And led him into sorrow's hopeless gloom
Is he not infinitely wise & Good
And suffers he a single pang in vain
To rend the heart & break its obdurate soil
And make it fitter for the seeds of joy
When in thy Wisdom thou shalt think to plant
And water with thy consolations pure
O then thy will O God - not mine be done
And Angel patience help me to endure
Thy every dispensation to the end
And make at last my fitful home in Heaven

July 1865

Monday P.M. Cool clear & Autumnal.

Again I hear the brewing thunder nigh
And see the Tempest drive along the sky
My mental sky – which long had been o'ercast
And felt the chill of many a driving blast.
Since 3 months gone – what scenes I have endured
And even yet is grief not restored
But dismal my horizon every morn
And rumbling thunders of disaster warn
And make the prospects of this day forlorn
But Rudimental life is but a war
Our prison-house of misry to unbar
To crown us conquerers in a holier land
Where with Eternal peace we shall be crowned
And my Redeemer liveth this I know
Tho' burning glooms of Hell around me glow
My confidence integrity & trust
I still maintain in God, the only just
And not a Desperation's growling whelp
Within my audience has dared to yelp
For every moment God has been my Help
This is a blessed proof to me of Gain
And that my cause more stoutly I maintain
Than ever heretofore in scenes like these

Aug. 1st 1865.

One heart rending agony more now is past
And left its memento with me
One Ordeal more on my record is cast
And all its meaning I see (looms
Once more from the Sky of the calm present
The white fleecy clouds of Repose
Replacing the fogs & the sorrchilling glooms
Which from my dark horizon rose.
And calm old Experience now sits as a sage
And beckons me over the past (engage
And may her dread lesson my spirit
To hearken to Wisdom at Last.
Ah! Is not Jehovah the fountain profound
Of all consolation & Peace?
Of Hope & contentment the only true ground
Whose foundations never can cease
Only then ignore this asylum secure
Or flee to the Phantoms of Time
For glimmers of ~~Comfort~~ that cannot endure
That shimmer o'er caverns of Crime?
"Who but the Almighty the Spirit can soothe
"When laid in the dust by his power
Ah! who can sustain us in virtue & truth
In hopeless Despondency's hour?!

Aug. 1865.

None - none - but the God of the vast Universe
Throned in his Pavilion serene
Whose Infinite goodness our griefs can reverse
And heal the fierce agony keen. (clouds
Once more the bright future beams forth from the
Which shaded her visage so long
Once more with the cheerful I sing out aloud
And God's Love & Mercy my song.
The future the present & e'en the dark past
(In calm Recollection's survey)
Their skies of the present a horoscope cast
Predicting a lovelier day.
But still over all may Experience preside
Philosopher - Sage - & High Priest (divide
The Truth from the Phantoms of Error
Nor leave me to stray in the least; -
From Truth or from goodness, the (Of Peace) way-mark
From Virtue the Lamps of the Blest
Nor leave me to pine in the smallest degrees
The devious Paths of Unrest (mean
I keep my own counsel I know what I
By what is here written obscure
Tho' others may not understand it - I ween
To me 'tis a Talisman sure. A. C. Hampton.

1865.

August 22. Cool cloudy and Autumnnal.

Life! what an Enigma—a mystery profound
Eluding mans Scrutiny Keen Cabound
And in its brief day what mutations
Illuming or darkning the scene
We know not the moment when sorrow may loom
Or fell Desperation surprise the gloom
When the sunlight of gladness shall scatter
And gleam thro' the tears in our eyes
Is joy but a phantom—? Is sorrow a dream?
With which we must ever be mock'd
With dark contradictions must life ever teem
By Gales of uncertainty rock'd?
O where is the priest or the Poet sublime
With high Inspiration possess'd
Can ballance the fearful mutations of time
And furnish my spirit with Rest
A thot word or action—Nay—even a look
The scales of our Fate may disturb
Tho tranquil before as a sweet singing Brook
And seemingly not could perturb (despair
Then suddenly howl the lone winds of
The Thunders of sorrow roll deep
The clouds of adversity darken the air
And we can but wonder & sweep

1865.

Aug. 22. Tens. Cloudy & cool weather.

"How oft have I walk'd the sweet Bowers of joy
In most unsuspecting Repose
Here plucking a violet modest & coy
There scenting a beautiful Rose (Love
Oft quaffing the nectar of friendship &
And shaking the Ripe fruits of Peace
As if no adversity ever could move
Or cause such pure pleasure to cease
How oft & how quickly this cup has been dash'd
When in full fruition it flow'd (has flash'd
How fearful the white gleaming lightning
And shiver'd each joy as it glow'd
O where is the Land of Perpetual Rest
Of Calm & Eternal Repose (blest?
To see its bright Beacons who yet has been
The Road to that Region who knows?
Alas in the vales of affliction I mourn
In the twilight of Wisdom I grope
In search of the passage to that peaceful bourne
Where bloom the fruitions of Hope.
Where cannot be blasted the Blossoms of joy
Where terror & grief are no more
Where peace everlasting unmix'd with alloy
Reigns calmly from Shore unto shore.

August 22d. 1865. Cool and cloudy,

O God the Creator of all that I see
Who careth for sinner & saint
Send now the bright Angel of Wisdom to me
To answer my weighty complaint
To point out the path to contentment & peace
To set the Bright beacons on high
To give me an earnest that never shall cease
The arrows of grief to defy (my God
May sweet resignation & trust in
My pathway forever illume (unaid
In every mutation stand firm &
Until the Great fiat of Doom (career
That having gone for in the glorious
Toward the Great Region of Rest
In its mansions Supernal my soul may appear
And this' the long ages be blest.

A. C. Hampton.

These thots were penn'd in the
Spring & Summer of 1865 as
may be seen by reference to the
date at the head of the page—
Long long to be remembered are
the scenes depicted here, but are
not to be understood by any but the writer.

September 3rd 1865. Sabbath day.

Dec. 4th Monday — Male school for the Second Order open'd — Little more than wearing off the novelty of the new session can be done the first day or the first week of a District School term. Boys lively.

Dec. 6. Wed. Cloudy and drizzling toward noon — Boys seem interested in study.

P. P. The shadows of memory stretch their arms
Even into the swift passing hours,
And they bring from the past many deadly charms
Of Grief's low dirge & of dangerous storms
And our Father's All-mighty Power
To save us from sin & its dread alarms
When the clouds of disaster lower.

Dec. 18. Mon. Cloudy and gloomy with a little rain. Boys behaving well. Second Class coming on better than I expected. Getting up a commendable zeal & industry in their studies. Had to be very hard on them to get them started, but now they doing very well & I can depend on their doing their best I hope, without any severity.

Dec. 18. Mon. 1865.

First Class act very manly & I am sure of their entire success if they only have the gift of Perseverance. Third Class are better behaved in school and have less whispering & play, than any third-class I have had for a long time. Placed some new Geographies in the hands of the D class (White's Class book) for an experiment — in Object teaching.

Dec. 20. Noon. All alone — Scholars gone to dinner. An old fashioned snow storm is falling, and a low murmuring wind is sighing round the house; — this and the solemn tick of the clock, about all the sounds I can hear at present. The scene out of doors is is very solemn and suggestive — awaking memories of long long years ago — when dark was my path and painful was my pilgimage. But over those by-gone scenes, hangs a gloom, not profitable to dwell upon at all times — not even at this moment.

1865.

Dec. 20th " Wednesday — noon.

The love and friendship of poor finite man is evanescent as the dew, when the summer sun has risen upon it; but who so is the friend of God — shall never be moved — but shall stand "firm as the everlasting Hills, Bright "as the sun, fair as the moon, and "terrible as an army with Banners". My classes are perhaps doing all they can — and make a satisfactory demonstration of zeal interest and general good Behavior. This is matter of thankfulness. Yesterday I saw a low line of warm beautiful summer clouds dreamily skirting the Northwestern Horizon — and my mind was immediately carried back upon the fleet pinions of memory to the days of my youth and innocence that rosy period when a cloud painted & hung up in the serene blue of God's own picture Gallery — out vied the most celebrated triumphs of Art — as far as infinite exceeds the finite. But dear reader the images recall'd by that little scene of

Yesterday, I can never describe to you because they were laid in a region of purity innocence - vernal freshness of thot and sublimity, which ignores all description recognig'd in the poorm medium of Human language.

Dec. 22. School finish'd for the week. Pupils left all pleas'd with themselves. 1st Class had a first rate review in Grammar & Ment. & pract. Arith. 2 Class commenc'd writing & indicating fractions on the Board. Have been pretty thoroughly thro the 5 elementary divisions of Arith. in whole numbers (viz) Num. Add. Subtract. Mult. & Division (ie) short. I had very hard work to get them to comprehend the process of Enumeration. Third class are trying hard to earn a reputation for scholarship. I am very hopeful of their success. 4th Class infants - Run out and play very well for lads of their age — I should be glad to have 8 or 10 large Boys more in my First Class. — "

1865.

Dec. 23. Sat. P.M. In the School house. All still and very appropriate for these that's & profitable meditations.

Dec. 26th Wed. The day of yearly sacrifice and also Christmas is over & gone and this morning the Blue Birds & Yellow Hammer & wrens are to be heard — Weather warm & damp. My Harp is on the willows — But "Thou God seest me" — & it is enough.

Noon. School progress'd well this forenoon. First Class went over 8 pages of Grammar & understood it thoroughly. Weather cloudy dull & warm — I must now write a Review lesson for my Gram. Class at the 1st Order. A curling ridge of solem gray watery looking clouds is now bank'd up athwart the western sky. I suppose they portend rain. I have written the above mentioned review & shall present it this eve. Lovina sent over my dinner & of course I am sitting here alone & no one can tell the pleasure I feel in —

Dec. 26. Tues. 1865. Cloudy and warm.
solitude when under mental
depression as at present. Now I
must think about some way of
improving my Program — if possible.
Dec. 27. Made anew Program. ~~for~~
~~tomorrow~~. Quite a rainy Time at pres.
Rained two inches last night. Cool this M.
Program works well this forenoon.
Noon. Here all alone; which I must
owe in part to the kindness of Mary
who offers to send up my dinner.
I feel truly grateful for this because
noon is about all the time I can
spare for retirement & meditation or
for preparation for meeting the classes,
& some such time is absolutely necessary
to success in a teacher. —"— —"—
The weather is rather cool — & cloudy.

January 1. 1865. Monday

I returnd from Cincinnati this morng. Some things must adopt and some leave off during the present year in order to find a further travel in goodness and firm adherence to our most Holy faith - deliverd by Jesus Christ & renewd and perfected by Mother Ann as I do most firmly believe. My silent but most sincere prayer this morning is Lord enable me in thy mercy & goodness to to weigh every thing after the shekel of the sanctury? & I doubt not all will be well. All is well for doubtless all is already weighed & ballanced & dispensd in thy Holy Love and wisdom - only man perceives it not - Therefore O God - Help thou mine unbelief; - for I walk by faith & not by sight - but I will look to thee from the Land of Trouble & leave all in thy hand this all the long hours of my pilgrimage till my change come, and I am translated on high - to a brighter land of peace

Jan. D. ——— 1866. Clear and cool.
Noon. Now all is silent here (save
Save seething wood in this old fashion'd
And tick of solem clock — whose
hours declare — How swiftly Time's
swift cycles ever move. And here I
sit me down — And sadly retrospect
my days and years — Or whether joy's
bright flash or sorrow's frown, Or frigid
desperation fights or fears — Have plow'd
their furrows deep o'er sands of Time —
Or smooth'd the path still leading to
the grave — All all will vanish 'neath
the surgless Rime Of dead Oblivion's silent
stagnant wave. The Path of sorrow
& that path alone Leads to that Land
where sorrows are unknown — But why
this is; — what mortal can divine? Or
cause mysterious for the fact assign?!
All is conjecture here & dumb dismay
Around which Fate's pale meteors ever play
And doubts & demons screaming this the cry
Yell out upon the blast of Hopes destroy
A wailing dirge in memory's saddened ear
Of rainbow prospects blasted year by year.

Jan 3 1866. Not very cold.
I am this morning able to say only—
"Turn me O God and I shall be
"turn'd". Thou art all powerful—but
I am a worm and no man.—
but Thou O God art All-powerful &
All merciful and Alebise—cannot
leave my soul in Hell nor suffer me
to see corruption. Still I will
be,—I am—wholly resigned to thy will
whether it be to suffer or to rejoice.
Eve. Able to rejoice in considerable triumph
over the depressing influences, lately weighing
upon me. But feel that sorrow and danger
still menace—and I yet need the Angel
of Divine Presence to guide my steps &
conduct my destiny. Prayer—with an abiding
confidence—that the Heavenly Father
must & will do all things well—as
the Archimidian Lever and Fulcrum
by which the spirit of man may be
enabled to remove mountains of sorrow
~~des~~ & despair, & triumph over all the
elements of Adversity. So I will, I do
look to thee O God from the land of darkness

Jan. 5th —— 1866 — 5° above 0. Clear.
Classes all did well this forenoon.
Had the First Class write each a comp.
Time pass'd pleasantly with D & 3d Classes.
who read & cypher'd better than usual.
I think I will try to introduce a
little grammar into D Class exercises.
Say alternate every other Fraction Ex.
with Grammar. It might be a Benefit.
P.P. A dark wing'd sorrow floated near
"Whose pinions fann'd my brow—
But shortly did it disappear
And I am calmer now!
But whispers from the Land of Peace
Are few and far Between—
And rainbow gleams of Glory cease
And clouds of Gold & purple sheen
Yet I have not one word to say
"For He does all things well
"Who is my God & hears me pray
And whose sweet love I cannot tell
"He watches over all my way
"He leads me by the Hand
And for from peace I cannot Stray
Since He has all at his command.

1866.

Jan. 5. Quite cold clear & windy to day.

P.D. Now rise the Ghosts of other times
And mourn along the gloom
Of fading memories – faults & crimes
Long Stretch'd in silence in the tomb.
Why darken now the blooming land
Of silver curtain'd joy
As on the Hills of pleasure stand
Our Peace to poison and destroy.
Ye Doubts of Sable Pinion – flee –
Ye fugitives from Hell
A seething Curse Your portion be
And burning glooms of Hell
And foul Distrust & Boding fear
And Melancholy damn'd
Flee to the land of Devils drear
By fires of Hell forever fann'd.

Jan. 8. 1866. Mercury at Zero
Weather clear and a piercing E. wind.
School progress'd well this forenoon.
I find it a good plan (and leave it
here on record, for the benefit of my
successors,) to exercise the classes in
some operations on the Board such
for instance as writing a few
sentences, either dictated by the
Teacher, or pupils; — indicating
Addition — Subt. Mult. Division &
Equality; — & even sometimes
Algebraic Notation &c. &c. just to
relieve the monotony of a regular
unvarying program. This can
frequently be done by shortening some
of the exercises in recitation &
topping out with some of the above
operations, merely as amusement.
The benefits of this plan are two
fold. 1st They relieve the tedium of
the unvarying drill & D'ly. They
impart a great deal of knowledge
which will be vastly convenient
& useful when they come to higher branches of study.

Jan. 19. — 1866. Wed. cloudy — wet.
School has gone on well this week
and this afternoon the first class
sustain'd quite a severe review — &
quite to their credit. Several of the
older pupils in the D Class are at
last fully awaken'd & begin to feel
a real interest in their studies.
"But Melancholy spirits keep — Their vigils
" round me now — And float upon the
" the winds that sweep — In whispring
" eddies low. A screaming dirge of sorra
" lorge — Now whistles round the House
" It cometh from a land unknown
" My slumbering grief to rouse
" When will the fount of Grief be dried
" And Ever lasting rest — Which
" nought can ruffle or divide
" Reign Ruler in my Breast
" Thou God however seest me
" Thou knowest my every thought
" Reposing all my trust in thee
" I'll occupy the lot — Where thou in
" mercy placest me — In patience
" murmur not. O. C. Hampton.

January. 1864. Bright & clear.
12. Sat. I have pray'd an earnest prayer – and it will be answerd in the Heavenly Father's good & acceptable time – This I know. To do good – to be a Universal Benefactor to mankind is the highest privilege of Man. This shall be my aim and purpose hereafter all my days. Yet what untold sacrifices of self love are necessary, to make this possible! Still I will do it. And now dear Reader, whoever you may be, you will doubtless suppose from what is herein written, that the writer thereof must be an uncommon case of protracted low spirits. Such a conclusion will nevertheless be an erroneous one. But occasionally, when his mind has been strain'd out of proportion to his physical powers, then an undefinable feeling of despair.

& uncontrolable melancholy gradually comes over the desk of the ~~saints~~, shutting out hope and comfort, & substituting darkness and sorrow. It is then, that "The thots of former years glide over my soul, like swift-shooting meteors from Arden's gloomy vales." 'Tis then the sun of consolation sinks below the horizon of Despair & melancholy ghosts flap their ebon wings on the blast of the night that follows. These lonely experiences I ~~seek~~ record, 1. because it always seems to lighten them; 2. Because these scenes give me greater pleasure upon retrospection in after years than any other class of records. Will this (Courteous Reader) suffice for ~~an~~ an apology, for the general gloom which pervades so much of my writing? I hope so & that "the Great Spirit may so brighten the chain "of friendship between you & me that a child may find it when the sun is asleep in his wigwam behind the western waters" S. E. K.

1866.

Jan. 16. Bright and flying clouds. School progress'd with usual success. I have commenc'd teaching Gram. to the 2d Class. (2d class) and intend to teach it entirely by the use of the Board. On the 1st day of this month I abandoned the use of Tobacco; - & I suppose that to this circumstance is to be attributed much of the sinking - lonely feelings I have experienced since the month came in. But these feelings will gradually subside & then I am in hopes of enjoying a better physical and mental state than I have experienc'd for a long time past.

18. Thurs. Very pleasant & Springlike. D. C. Graham gone to Cincinnati consequently only Chester left in the 1st class. David however will return by Monday & go ahead again. Rest of the classes going ahead better than common. Seem very comfortable. Improving fast. Grammar Experiment of 2d Class by Board alone promises to be a decided success at present.

January 16. 1866. Very pleasant.
Thurs. "Who trusteth in the Lord
Can never miss his way
"Who leaneth on his loving word
Can never never stray——
I know for I have tried
"This soul sustaining plan
That nothing ever can divide
"His Love and mourning man
Oh let me ever weigh
All else by God's Pure Love
And in the dark and gloomy day
Look to "His throne above
"For rays of Hope serene
"For joy & strength & Peace
To tinge my sky with brighter sheen
And bid my sorrows cease.
Aye! through his goodness view
And into contentment see
And Epha just a Balance true
Is his sweet Love to me
And O no more let dark distrust
My trembling spirit move
But be my Everlasting trust
In thy Infernal Love. O. C. Hamp[illegible]

January 19. 1866. Cloudy & warm.
School progressing very well. —
Orthography especially that part
embracing the spelling of words is
an impossibility to teach; there is no
sense in it, and what has no sense
in it cannot be taught. —
After an unsuccessful trial to
teach their Boys ½ daily, the First
Order ~~Party~~ have concluded to break
up and come over to my school —
This is disastrous as both schools
must be sadly crippled by the
movement, at least for several weeks.
What driveling fools we all are.
P. M. This is review Afternoon
and I having a small school
am rather hard put to it to
put the time thro' without a feeling
of tediousness. But one everlasting
excitement with no abatement is
not to be expected, especially
with Young & very green and
inexperienced pupils such as the
majority of my pupils. O. C. Hampton.

January 30th 1866 Not very cold weather. Tuesday. In this winter's school, that element of life & interest, which is furnish'd by a large number, is totally wanting ~~in my school~~; & it is a serious want, as I have had occasion, often to observe so far this winter. I have but 18 scholars & this is by no means a sufficient number, either to employ me, or make it pleasant to the pupils themselves. The First Order Boys being discoverd to have the Itch or some Kindred dease, we did not admit them over use.

February 14th Wed. Dull gloomy clouds over head. Not cold - Birds singing - Robins crows - sparrows. I still feel no reliance upon any thing save God the Eternal Him with whom are the issues of life and death - In whose merciful Hand, & at whose wise & salutary disposal are the destinies of Individuals as well as nations. O that faith could always triumph over feeling & enable me to place upon all mundane things the Shekel value of God's holy Sanctuary

1866.

February 14. Wednesday. Dull-dark-Gloomy
I was yesterday at the Second Family assisting Lizzie Davis in organizing her school. To day I commence my own again. I can do no better than as upon all occasions heretofore, so far in Life, when sorrow and despair are fluttering their sable wings over me;—(viz) to commend my self into the hands of Him Who rideth upon the storm and whirlwind & whose smile is the glittering sunbeam. He ist able and will doubtless conduct all my Spiritual vicissitudes to a serene culmination in a Land where no tempest can ever wail over a sin cursed desert such as this earth is. So in profound humiliation & awful prostration before the Creator of all, I will say "Not my will, but thine O God be done". Sufficient for the prest.
Feb. 17. Sat. No school. I am up here splitting and piling some wood. A kind of temper'd sadness is upon me at present, & it seems as if the Lord was in it. But

1866

(Feb 27th) this is a School journal & not a private diary; — Still I will not whoever succeeds me, be interested to know something of the inward struggles and trials of the present incumbent, besides a mere detail of the trials — pleasures, failures & triumphs of his pedagogical experience? He may — He may not.

March 6. Tens. Still in school — and also feeling, that the bitterness of Death is not yet wholly past. But I feel nevirtheless inwardly calm, & confident of God's Benevolent design in the turnings of his hand upon me. And altho' it is not wisdom to boast, where one has not yet lain off the armor; — Yet it is the Prerogative of every zion traveler to lay fast hold of the Promises of the Divine Father — to passively give into his ample keeping our entire destiny & look upon all — every feeling & sensation as of his own benevolent ordering, — not only for our good but with a Holy confidence of sooner or later being

March 6. 1866. Tues. Cloudy & quite moderate. but this every scene of trial, & finally moved in a Haven of everlasting rest & exemption from all sorrow & trouble. This is the sublime prerogative of all who have possessed themselves of the Divine faith of the Gospel of Jesus, & who have once and forever covenanted & resolved to follow the footsteps of the Lamb and the Bride whithersoever they go. And here I hold forever. —

O. C. Tompkins.

March 17. 1866. Friday — Male school closed to day at noon. (65 days.) Among the many suggestions offered to my mind as advantages & improvements in the school, for my future consideration & trial, I thot it well well to pen at least one or two; so as not to forget them by next term.

(1.) Spelling. Take McGuffy's Sp. Book & assign to the whole school, a lesson out of it to be spelled on Tuesday of every week in the afternoon; arranging the school into two parties & giving

March 17. Friday – Very blustery & gloomy.
the words out alternately to an individ
ual of each class. Whichever party
misses the fewest words to be "ticketed"
or otherwise rewarded. So much for this.
(2.) School government. I am now fully
convinced that whispering can be broken
up in school and shall permit it no
more, as I have heretofore done. –
(3.) Rewards. I shall make more use of
Rewards especially with the lower
classes, than I have ever yet done
as I am convinced it is a very
efficient help in securing good
order & good Recitations. " " "
(4.) Grammar. I am more than ever
convinced that Grammar can be
better taught to the younger classes
& in fact to Beginners of every age,
by the Oral method, than by any other.
I have entirely succeeded this winter
with my 2 Class (Oral) while the
First Class (Book) have done little
more than fail. But I have had
an unusually dull 1st " Class this winter.

March 17. 1864. Blustery & windy gloom.
And now one more school term is ended with all its trials and vexations and I may well say also, its pleasures. For I will frankly own, that I had rather teach, than follow any other avocation of life; even with all its trials and sorrows & Responsibilities.
More about spelling. A good exercise in spelling is, to take McGuffy's Spelling Book and dictate sentences therefrom (which dictating exercises are already arrang'd ~~xxx~~ in said Book) to be written by the class on the Board, after having been thoroughly studied. Example = "Class will write "Jesus could heal the sick"" After this is done Ask John how he spell'd "Heal" John says "H-e-a-l". "Very well that is correct - Have all spell'd it so? If not alter & correct, & leave it standing on the Board. Now write under it this sentence" Willy turn'd on his heel. "When all are done say "Charlie how did you spell "Heel" Ans. "H-e-e-l." "Was that right class." Ans. by several "Nay

March 17th 1866. Windy & blustery.
Well How is right? Ans. H-e-l. Well
then all write it correctly. Again "Write
on the Board "Butter is dear" Class
write and when "Dear" is spell'd rightly
by all-say to them "Write this "I saw a Deer"
When this is correctly spell'd-say "Class
face about" Then give to the first, the
word "Heal" accompanying it with the
definition, thus "John spell "Heal" to
cure the sick-John spells-To the 2d
pupil you give out "Heel" A part of the foot"
then Dear-costly-then Deer an animal
Then dictate another brace of sentences
with some other word having 2 def's.
and spell'd differently. Then face about
& review again from the first word "Heal"
down thro' all which have been written.
& so on in the Order of the "House that
Jack built". I am confident this method
of drilling scholars in Spelling will
be successful with any teacher with
only a moderate facility to interest
a class-and wake up the dormant
energies of a Sympathetic little Boy or Girl.

March 17. — 1866. Blustery & coal. — School closed — and one more term ended. The experiment of dividing the schools I consider to have been a failure this winter. If a Grade had been the object & the schools had been divided accordingly I believe it would have been eminently a success. I have not the least doubt that ½ at least of what might be the efficiency and success of our Schools is lost by our neglecting the palpable crying necessity of a Graded system. And I hope most fervently that another year may find us practically wiser in this particular — this great essential in the proper & systematic theory in teaching. In fact the advantage of the Graded system is not to be overstated, & the advantages to be realized in 3 or 4 years from its introduction are so great & so many, that no District which has adopted the Graded system for such a length of time has ever gone back to the ungraded plan, but have uniformly continued to praise the new practice.

March 19. 1866. Monday Eve.

A man who lives without a systematic Ordering of all his time – his duties and his business and pastimes, only vegetates; He does not ~~live~~ live in any proper sense of the term! — I have therefore concluded to arrange for myself and adopt a program for the present season covering the several important items of temporal labor – Official duty & indispensable study &c &c.

1. The first hour after Breakfast in the morning study. ——"—
2. From thence till noon work.
3. Afternoon 1st " Attend to any correspondence necessary or take an ex. in Tachygraphy.
4. Thence work till night. ——
(Mon. P.M. See Min. about nec. Mat. connected with my Offic. Cap.)
5. Sat. Clean up y'd. & get wash. ready.
(Spend every Sat. this way)
6. Morn. before Br. Make fires &c &c.

March—19. 1866. Monday.
Program continued—
Eve. Mon. Eve Tachygraphy 1 hour
after supper; & cover fire.
" Tues. Same as Monday.
" Wed. Attend to singing (Fire
" Thurs. Tachygr. 1 hour & cover
" Fri. Teach Lizzy Gram.
" Sat. Same as Thursday.
After Meeting—Read German 1 hour.
Program for Review. For 1st Class—2 questions
upon Elementary principles of Grammar
and Arithmetick, sufficient, in addition
to a closing exercise in Composition, to
employ them this P.M.—Second Class
Review Gr. & Geog. with a closing ex. in
writing & leaving Geomet. proportions of
Cap. Letters—Third Class Examine on
Globe—Cap. Let. Geog. for 1 hour. Also
sing Israel's Map of the Land of Judea:
4th " States and Board &c.
Give second hour entirely to—J. Cap
& Calvin—exercising in—Numeration
or Notation—Addition & subtraction
& if possible to Multiplication.

Union Village Dec. 3 1866.
Monday morning— Opend School with about half the scholars, who are expected to attend. The weather is very mild for the season.
I must now read my journal thro' & see if I can find any suggestion therein recorded, which will be useful to me, during the present term. Experience is the best test by which to try any and all theories in this our Mundane existence.
11th Tues. Had a happy school to day. Pupils for the first time gave encouraging indications that they are beginning to warm up with the subjects embraid in the several studies & to show some real signs of Intellectual vitality. This is fortunate.
I must remember at each Board ex. to inquire if any pupil wants an explanation of any subject or question in his practical or Mental Arithmetic & Elucidate same on Bd. first finding if any scholar can do it.

Thursday. December 13. 1866.

After several days of quite cold weather, it has darken'd up this evening & looks like it might snow. Is snowing a little now. 20' past 4. I have learnd a small class the art of Notation & numeration, in a far shorter time, and with much more ease, than I ever succeeded in doing before. But none of the classes can do any thing whatever with Geography, as set forth in Mitchells Primary or Intermediate. I cannot conceive of any thing more wretchedly calculated for young pupils, than 19/20 of the Geographies now in use. What a very stupid arrangement it is, to place Mathematical Geography in the first Lessons of a series; — a subject not to be as easy learnd as Algebra, and exceedingly annoying and vexatious to both teacher and pupil — totally & utterly incomprehensible to young pupils; — & even impossible to commit to memory.

Fugitive Slave Act.

December 17. 1866 Monday.
I must if possible have some exercise in "addition"-& have trapping among them, to discipline them in speedy computations.
The day has been quite gloomy and dark with a slight snow on the ground.
The school is progressing finely-& the only draw back is, a miserable paucity of scholars. I wish we had the whole District here. But I must bide my time I believe I can learn very small Boys to Read & write numbers at last & I have been 15 to 20 years learning this art. But I cannot yet teach Geog One reason for this is I have no Book fit to teach from. This is a poor Reason to believe, but I can not take the time to teach Geog. orally; so I must, & mean to have some better Books, if possible.
29th Sat. I am up here washing the Black Boards & writing up my Journal. It is exceedingly silent around- Not even a little snowbird

December 1866—(A steady winter)
29. Sat. P.M.) is to be heard twittering
nor a breath of wind. All is the
desolate hybernation of Winter.
I will say here in regard to my
experience this winter, it has
been peculiarly pleasant & happy.
The great attraction of the school
is our Afternoon of review,
which we hold every Friday P.M.
The Boys are peculiarly interested
& try very hard to prepare for
it, so as to take a $5.00. premium
which is awarded as follows.
The 1st Class are required to
Answer 75 pr ct., the 2 50 pr. ct. &
the 3 25 pr. ct. of all the
question propounded; which
questions are all written upon
the Blk. Board & numbered.
This is at the same time a
test & a stimulous to the
pupils proficiency & is one of
the Best institutions, it was
ever my Good fortune to hit upon,

December 1866. (School Journal
29. Sat. P.M.) for producing a pleasant
feeling, & throwing off the dull &
tedious feelings engendered by the
wearying drill of the Program.
Try it & see if you do not verify
these statements. "Prove all things."
Another interesting feature, &
something new, is, "Israel's Maps
& Geographies of the Land of
Palestine". This we chant. The
Boys like it & seem very fond of
it. I, myself Consider it a very
valuable as well as interesting
feature of the school, as indeed
all Geographical chanting is.
I covenanted at the commencement
of this school, that I would
resort to no Corporal punishish
ment during the term. I have
so far got along remarkably
free from any circumstances
creating any necessity therefor.
I fully believe the age is ripe
for the abolition of this edict of barbarism

December 1866. Journal &c.

29. Sat. P.M. A little snow flying down. Enumeration once more. Very small children, can be taught to both read and write the higher numbers or periods, just as easily as they can be taught to read the first three Orders (viz) Units — tens — & hundreds. This I must not forget — but get up a class immediately & put them upon drill, to see what one short term will effect.

Enumeration.

Suggestion.

It was suggested to my mind that among other incentives to thoroness, & research, among the pupils, it might be a good plan to propose some elementary quest question to each class for solution, allowing a premium to all who, without resorting to their friends — but only to Books, should give a correct solution of the same. I shall try this next week. —

The Teachers Dream.

By W. H. Venable.

The weary teacher sat alone
While twilight gather'd on (around
No slightest sound was heard
The Boys & Girls were gone.

Another round Another round
Of labor thrown away.
Another chain of care and pain.
Dragged through a tedious day.

Of no avail is patient toil.
He started back aghast.
The room, by strange and wondrous chang
Grew to proportions vast.

But raising soon a saddened face.
Loves strength is vainly spent.
Alas he said And bowed his head.
In lonely discontent.
It seemed a Senate hall. And one.
Addressed a listening throng.

Each burning word all bosoms stirred
Applause rose loud and long.
The sad Spectator, thought he knew.
The speakers voice, and look.
And for his name. He said the same,
Is on my record Book.
Slow dis appeared the senate hall.
A Church rose in its place.
A preacher there outpoured a prayer.
Invoking heavens graces.
And thought he spoke in solemn tone
And though his hair was gray.
The teachers thought was strangely wro
I whipped that Boy to day.
The Church was gone A Chamber dim,
Was kept obscurely shown. Books.
There, among his books, with earnest
An Author sat alone.
My eldest Lad, the teacher said.
Filled with a new surprize.
Shall I behold his name enrolled.
Among the great and wise.
Now rising humbly to the view.
A Cottage was described.

A Mothers face illumed the place
Her spirit sanctified.
~~A miracle. The Teacher said.~~
~~Filled with a new inspiration~~
~~Shall I behold his name inscribed~~

And musde the teacher cried
This matron well I know.
Was but a wild and carless Child.
Not half an hour ago. (asks
~~She~~ And when She to her Children sp
Of duty golden rule.
Her lips repeat in accents sweet.
My words to her at School."
A Dream the sleeper waking said
And paced along the floor.
Then whistling low and soft & slow.
He locked the School house door.
And walking home, his heart was full
Of peace and trust and love & praise
And singing slow and soft and low.
He murmured. "After many days.

Copied for me by D. C. Graham.

January 1st 1867. Tuesday. Cold & clear.
A new year dawns upon the world
And every soul therein – Must thro.
its mazy flight be whirld – In inno=
cence or sin – May God protect us all.
Take an infant class and teach it
all the figures from 0 to 9. Then
shift the figures to tens place filling
the vacant Units place with 0.
Lastly shift figures to hundred's
place, & fill both tens & hund's
place with noughts. & learn them
the art of writing & reading numbers.
Jan. 5. Sat. Elder Benjamin was
with us to day & reported himself
highly pleas'd with the school. —
I might have been a much better
Teacher than I am, if I had
set down every fugitive suggestion
crossing mind while right in the
very practice of teaching & then
testing the value of the suggestions
by subsequent experiment, at some
favorable time such as Recess
afternoons – Change of Program &c &

Suggestion.

13. Sunday visited to day.

1867.

I record this here for the benefit of myself and my successors in the "Great Art of teaching. ~~~ It has been a very dark gloomy day— Wind & snow driving furiously from the South West most of the day. Every person who teaches a school should keep a Journal like this and read it faithfully and carefully thro' at the commencement of each term, availing himself thereby, of every possible hint or beneficial thot previously suggested to his mind in regard to improvement in his art. ~~~ Jan. 15. Tues. Mercury 22°. 3 or 4 in. snow. Had a long comersation with E. V. Patterson trying to induce her to try for a certificate. Something must be done. Last Friday I had a very interesting Review of all the classes. All but 2 rec'd a 5 certificate. But I concluded to alter my plan of giving a letter the coming week. making it more suitable to the different grades of schools.

Suggestion.

January – 1867. Journal &c.

18th Friday. Quite cold and 3 inches of snow on the Ground. Dead, or sleeping nature – is now lying very still and quiet; – Mercury ranges from 5° below to 10° above 0. & the cold continues with remarkable steadiness. School is just dismiss'd. 100 Questions were written this Afternoon upon the Blackboard for a thoro' review of the Classes

1st Class must answer 50%
2d Class " " 40%
3d Class " " 20%

of all propounded in Order to take a $5.00 Certificate. This Review P. M. always elicits from Each Class the most intense interest; and as a half hour is given each day of school for the pupils to read up, & prepare answers for Questions on review it is, ~~all~~ all taken together a very Beneficial exercise indeed. This – to whomsoever it may concern.

Note. Books all put by on Rev. P.M. – Each pupil writes his answers on his slate or paper.

January. 1867. School Journal.

23. Wed. Classes have all done remarkably well this morning. I know no cause for this, & consequently know not how to take advantage of it, or secure a continuation of this success. Some of the Compositions were unusually good. Sent to S.W. Shermerhorn & Co. for some new mats.

P.D. The dream that I had last night
Was sweet as a morning in June
I saw my dear friend in my vision
As beautiful as the moon.
The beautiful Moon Serene
In splendor floating in space (sheen
So seem'd my friend in her sunny
In beauty and dimpling grace
Wouldst know the name of my friend
Dear Reader I think you wont
Her name however I will defend
From scorn & shame & affront
A fig for the mercy of man
Will ruin an innocent Girl
And first & foremost be in the van
Her spirit to kill to hurt. But

Jan. 26th 1867. School Jornal.

But will not the God of Heaven
In the end do all things well
Will not the sweet Girl be forgiven
And the villian be doomd to Hell
To a fiery simmering seething Hell
You will sooner or later go (tell
When Gibbering Ghosts in agony
Their quenchless withering woe!
O cursd of the race of man.
To ruin an innocent Girl
And then be first in the fiendish Van
Her spirit to Hell to hurl.
No tongue can utter the woe
Of a sensitive-minded Child
No painting can ever show
A Grief and Despair so wild
For where can she find Relief
When a pride cursd world in scorn
Refuses to hear her heart crushing grief
Or to see her tears forlorn.
But the world may curse & damn
And spurn me as worse than all
And vote my sympathy all a sham
For a ruined girl in her fall.

January 25th 1862. School Journal.

It is all of a piece to me
The Love and the hate of such
Between their blessing and curse I see
The difference is very — not Much.
I am ready now to descend
To the very Bottom of Hell
Such mind ones to take by the hand
Sweet words of comfort to tell
To wade thro' mire & Grime
And regions of drunken shame
To tell the lost ones of a better time
And the Saviors Love to proclaim
I am willing to immolate
Myself on the Altar of Love
To tell the Lost of a better state
And the Heaven for them above
For the World's dread Love is hate
Its Gods are its Lust & pride
And this is its cold & devilish grade
Wherever the test is tried
And Priests and people are all
A Hell of Antagonisms
The Villainous Rulers the ruled enthrale
With Eternal Dragonisms

January. 1867 School Journal.

Of all the tales that ever were told
The tale of the Prodigal son
More God—& Heaven More Love unfold
By far than than any one.
I shall pray for you my friend
I'll never loose sight of you
Tho' lower than Hell you may descend
My prayers shall follow you thro'
You will—You finally must ascend
To regions holy & pure (End
And make for yourself in the glorious
A Rest & a Heaven secure.
But How many Girls & Boys
Like you I've loved & lost (joys
In gloom and darkness went out their
In ~~pit~~ Sea of Perdition to sink.
But You nor they are not gone for Aye
The Sea shall give up her dead
When the Lord shall call you with power
His Glorious courts to tread
There is no Infinite sin
No endless Hell of Woe (Scene
When once the this brief & dusky
To a Heaven of Bliss we go.

Jan 23. 1867. School still proceeding. —
Questions — prepar'd for Review. —
1. Define a Fraction — 2 A com. fract.
3. A Decimal fr. 4. A simple fract.
5. A compound fract. 6. A proper fract.
7. An Improper fract. 8. A complex fr.
9. Arrived numb. 10. How reduce fract. of dif. denom. to those having same denom. 11. How add fract. having same denom. 12. How those having dif. denom. 13. How reduce compound fract. 14. How reduce a fract. to its lowest terms. 15 Add together $\frac{3}{4} + \frac{5}{4} + \frac{8}{4} + \frac{6}{4}$ (16.) Add also $\frac{2}{3} + \frac{4}{5} + \frac{3}{6}$. (17) Reduce $\frac{48}{96}$ to its lowest terms (18.) Add $\frac{2}{5}$ of $\frac{3}{7} + \frac{3}{4}$ of $\frac{2}{3}$. (19.) Explain the Rule for adding fract. of dif. denom. (20.) Eplain the rule for reducing ~~fract.~~ comp. fract. to simple ones. (21.) Reduce by cancellation the following fract.
$\frac{4}{5} \times 3\frac{5}{8} + \frac{8}{3} \times 4\frac{2}{16} \times \frac{5}{4} \times \frac{66}{16} \times \frac{8}{10} \times \frac{10}{4}$
22. What gen. name for the two parts of a fract 23. What particular names to each? 24. What does Numer. mean? 25. What does denom. mean.

Jan. 24th — 1867 School Journal.
Define (26.) Grammar. (27) Object
(28) Material Obj. (29) Immat. Obj.
(30.) Noun. (31.) Com. Noun. (32) Prop. N.
(33) Sing. Numb. (34) Plur. (35) First pers.
(36) Sec. pers. (37.) Third Pers. (38.) Nom.
Case. (39.) Poss. Case. (40) Obj. Case.
(41.) A sentence. (42.) Subject of. (43) Predicate of. (44.) Adjective. (45) How many
kinds. (46) Pos. degree. (47) Comp degree.
(48) Superlative. (49) An expanded Adj.
(50) An Adverb and the same expanded.
(51) A Verb. (52) Reg. & Irreg. 53. Trans & Intrans.
(54.) Give the 6 steps in parsing a Noun.
(55) Give the 8 steps in parsing a Verb.
(56) " " 10 first Rules in Grain.
Geography (57) Define Geog. (58) Continent.
(59) Island. (60) Peninsula. (61) Isthmus —
(62) Cape. (63) Mount. (64) Valley (65) Volcano
(66) Ocean (67) Gulf (68) Strait.
(69) Dist. round the Earth (70) Dist.
thro' the Earth. (71) Dif. in Equat. & pol. Diam.
(72) Dist. of E. from Moon. ~~Dist.~~
(73) Dist. of E. from Sun. 74 No. of
Motions of E. 75. Cause of day & night.

January 24th = 1867. School Journal.
Review, Continued from opposite page.
(76.) Cause of the seasons. 77 Tropics.
(78.) Polar Circles (79) Axis — (80) Poles (81) Name
of the 5 Grand Divisions of the Earth.
(81). Name of the 4 hemispheres of the Earth.
Arithmetic. Define (82) A Unit (83) A numb.
~~Ans~~ (84) Abstract numb. (85) Concrete numb.
~~Ans~~ (86.) A simple No. (87) A comp. no.
(88.) Numeration — (89.) Notation. (90) Addition
(91.) Subtraction. (92.) Mult. (93.) Division.
(94.) What is the result of Addition Call'd.
(95) Gr. No. in Subtract. 96. Lesser no in Subt.
(97) Result of Subt. (98) Name the 3 Nos.
employd in Mult. 99 Name the 4 Nos.
employd in Division. 100 Define
each of these characters + . — . × . ÷ . =,
101. Define each of these ' . \ . v . ~ .
102. Give 4 Gen. Rules — 2 for the rising
& 2 for the falling Inflection.
103. How read words in Statics.
104. What exception to this Rule.
(105.) Algebra Define (106) What is a Coefficient
(107) How do you express an unknown
quantity (108) How do you define Equation

January 24th.—1862. School Journal

(109.) How reduce this Equa. $4x+6=24$.

(110.) How reduce $5x-4=32$.

(111) How this $x+\frac{x}{2}=81$. (man.

(112.) Physiology How Many bones in

(113) Comparative Strength of a live and dead Muscle. (Man.

(114.) How many sets of Nerves in

(115) How many Kinds of Matter is the human brain composed of.

(116.) Can the heart feel—?

(117.) Can a nerve unite, after being once sever'd.

(118.) What is the use of the ~~Bones~~ Bones.

(119.) Name the two lobes of the Brain

(120.) Where is the Great trunk of the Nervous system situated.

(121) Chemistry. Name the primary colors.

(122) What is White.

(123) What is Black

(124) Name 5 letters of the Alphabet of Chemistry.

(125) Is salt a simple or comp. substance & of what is it compos'd.?

January. 1867. School Journal.

Friday 25th Out of the foregoing questions I wrote 100 upon the Black Board for a Review for all the classes. The 1st Class were to write Answers to all these if possible but 30% entitled them to a $5.00 Certificate — Which if they doubled, ~~trebled~~ entitled them to $10.00 — The 2d Class were to answer 25 pr. ct. & the 3d Class 18% for a similar reward — doubled on similar conditions. All Classes did well but I have not yet made out the per cents — Shall on tomorrow. Next week I shall prepare a Spelling Lesson to Come off on next Friday by the whole school. I must also introduce more Geography into the school somehow.

26. Sat. I believe every Boy got such a per cent of the answers as entitled him to a $5.00 ticket; Three or four got a $10.00. They are striving also for the learning as well as the tickets.

Feb. 1. Friday. 1867. Journal &c.
One more week is ended— & this afternoon we had a very nice time. Besides the usual Review, we had two little pieces spoken;— one by Eddie Mohr— the other by Frank Prouty. Both did first rate. —
My new plan of teaching Notation & numeration to primary pupils is working very well indeed. —
The weather is very warm and Spring like. But "2 swallows wont makE a summer". Old Proverb. The snow is nearly all gone, & mud is very fast taking its place.
Feb. 8. Friday— School going on comfortably. Weather quite warm & signs of rain. Classes are trying to do about their best & I have reason to be thankful to God for the gift. I am able to exercise in the government & comfortable ordering of the school. —
My Bible readings seem, by the blessing of God to have been attended with peculiarly beneficial results. —

February. 1867. School Journal &c.

8th " Fri. Dear Reader— Allow me to especially to urge upon you the benefits Both moral & religious, arising from select Bible readings by you the school over which you may be called to preside— at least daily; & further that no trifling excuse be allowed to interfere with the same. Perhaps the first 5 minutes of the morning session is the best time for this exercise— and at this time you should insist upon the most absolute silence and the most undivided attention, of every pupil— even the very least. I can say from long experience, that 5 minutes spent each morning in reading some judiciously selected portion of the Scriptures to my school, has given me greater sway & a more perfect as well as popular authority over the inmates thereof small & great, than all the corporeal appliances ever resorted to, in reaching the same end Just try it— It cant do any harm.

1867.

February. School Sound

12.th Tens. Noon. Boys all gone.

How solemn all things are to day
The silence how profound
No Bird's no Insects tiny lay
The Earth in her Hybernal sleep
Her temporary death
Does her mysterious secret keep
And scarcely heard her Breath
And leaden clouds are in the sky
The fields are sere and gray
The woods are gloomy to the eye
And the sun is far away
I mind me now of times gone by
When sorrow prest me sore
When gloomy clouds were in the sky
And in my mind were more
When all the woods were bleak & dark
Nor less my every thought
When hope was robb'd of her last spark
And every joy forgot.
When gloom & silence vail'd my sky
As do the clouds to day
And God's sweet sun from far on high
Deign'd not a single ray.

February.

13. Tues. Now whistle wild the winds around
And clouds are rushing by
I hear without, a ghostly sound
And see a troubled sky.

March 4. Monday. A regular old fashioned snow-storm is now falling and the scenes of nature are as wintry as in the middle of January. A few more days of the term remain to be fulfill'd in teaching, and then farewell to school, scholars & all until next Winter. But the mysterious future! who can scan its vicissitudes? We can only devoutly & humbly leave all to a Benevolent and merciful Providence by whose hand are guided all the issues of Life & death in this and all worlds. Amen! Now I must proceed to examine the several manuscripts presented by the scholars, being the results of last ~~night~~ Fri. evening's Review.

March 5th 1867. School Journal &c.

Tuesday noon. Scholars all gone—Day bright and pleasant and snow melting.

Be the Bright Road forever mine
Serene as Hermon's Dew
To see a Hand of Love Divine
In all I may pass thro'.

In all vicissitudes of Time
My eyes shall seek the Lord
Even Winter's winds & hoary Rime
To me shall speak his word

His all-sustaining word of power
His consolations deep
Shall bloom before me as a flower
Tho' wintry Tempests sweep

My soul gird on this armor bright
Of faith and trust in God
A plume of Everlasting light
A waving Banner Broad

Like him of old in extacy
And joyful prayer and praise
Jehovah Nissi" chanted he
When victry crownd his days

Or gloom or glory mark my fate
Or Green or Desert drear

O let me feel and know the Great
I AM doth all prepare.
O State Serene – O Peace inspir'd
This humble trust resign'd
In what sequester'd vale retir'd
Shall I thy Presence find
There walks the Angel calm of Peace
Contentment by her side
Green Paradise – with shady Trees
And healing Leaves supplied (plains
Spreads forth her sweet enchanting
Scatters her Odors far & wide
There Heaven's Rainbow colors range
And Beauties' Realms imbar
O I will haste me to that land
Tho' now far – far away
Take now my weapons in my hand
And calmly start to day
My Weapons on my journey long
To that sequester'd Land (strong
Are Prayr and Patience Weapons
And mighty in mighty my Hand
And Love Friendship – Sacred Powers

W. V.° May 8.th 1867

Emily has gone, poor woman, wo will be her's. A nescessity has brought me here once more, So I shall strive hard to do the very best that I know.

I surely feel poor in spirit and hungry, for a few words of advice, therefore since I have no personal Advisor as I shall ask from the writtings of those I know can give a straw to grasp at, This Journal contains an experience in Teaching which might be a benifit to inexperienced Teachers, so if I am anxious to succeed I will spare no time in proving the suggestions I hear find.

I have noticed a pasagraph reading thus. Dear Reader, Allow me to urge upon you, Be found upon the page, four leaves leaves back. To Read the bibble, is no trouble to me, rather a pleasure. but I have been so little accustomed to giving Religious instruction to young minds that I feel quite a perceptible tremor at my heart. Perhaps the first time will use it up. and shortly, twill be a no moment of anxious expectation instead of trembling anxiety.

May 9th, 1867.

I have concluded. Dismiss the programme Every thursday afternoon, Give ½ hour or 30 minutes to brighten writing and holding the pen aright, 30 minutes to the Slope. & 30 minutes Sacred Geography.

20 minutes recess. First Class, Comp's or write what they recollect of the preced lessons of this particular after noon. 2nd Class, Grammar Oral. 3rd Cl study tomorrow's reading lesson, 4th, Copy Letters 10 minutes, 30 minutes prize Sp 1st 2nd 3rd, 5th Class recess, 15, make figure's on the board,

Friday. Evening. Tis strange what a week may bring forth. This time last week I little dreamed of realizing my highest hopes, in so short a space. but here my very joy is poisoned in the bud knowing that I am only a temporary Teacher I am teaching while Carrie and Julia are qualifying themselves.

One week of teaching is over with and I have not broken down yet. So take courage prisoner of time for there be many blessings.

Dafsie

Wednesday 15th 1864.

I have been looking at Felters Arithmetic Intermediate. And do think it to be a very valuable work. If a Teachers chose to selz upon books altogather, I cannot imagine how there could be an arithmetic better adapted to that Teachers wants, than this same one of Felters, But it appears to me that if I should always consult the book, a Scholar of any aptitude would infer that I was almost ignorant myself. Such an Idea as that would be perfectly destructive to the respect that she would otherwise have felt for me.

Thursday. Some dispositions are so composed, that, it is almost impossible to learn how to treat them in order to engage their love, or even their esteem. Obedience they must yeild but how to proceed with such dispositions in order to obtain this result with the least possible trouble. but Ideas It seems that Job did manage to be patient, but did he ever teach school. The bible does not say so.

The forenoon is past. The school is not as interesting with only a few scholars, as it is when they are all here. I do wish they could all come.

The hour for school will soon be here They were restless this forenoon, & I do hope all will go well this afternoon. I shall pray and strive, and leave the rest to ah all seeing God.

Friday Noon. Yesterday afternoon was the most pleasant of the week that has, but this forenoon was a little better yet. The children generally tractable and interested. I have given the first 2nd class, three oral lessons, in Grammar, upon the subject of a noun,

1st, as an object word 2nd as a noun 3rd as a subject, I think they understand something about it, but this is review day and I shall prove how much they do know, I have hit upon a very pleasant plan of disposing of the few moments often left after a recitation, (I believe I owe the suggestion to the Mass Teacher) that is to dictate a word to the class to spell, having it spelled

by the whole class, 1at a time, not allowing my countenance to betray correct or incorrect. This leaves them upon their own resources They call up the word to their own mind, and spell it as they think, But I have not rewarded any yet, but really mean to, I asked one, how much she would be willing to give to know a word that she was uncertain, about, "Not a dollar," indeed she said, I concluded that probably if she should receive a dollar at an exercise for a certain percent of words, likely she would be glad to learn them.

Wednesday. The wind howls so dismal around the house, in fact thro the house, for at every crevice it penetrates howls down the fireplace, and knocks at the door, rattles window sashes, and commits all manner of improprieties And I almost fear to attempt to go home lest I shall be wafted heavenward, I have came to a conclusion, which perhaps readers, you may wonder at, since we girls are not credited to the honor of arriving at conclusions often.

I think it a very wise one by the way considering all things.

I have concluded to give up my Poetical composition, for some months, perhaps forever, unless it flows spontaneously from my pen or lips.

I write my soul's highest loves and inspirations in the form of Rhyming Poetry, The rhyme is condemned or praised as the case may be but the sentiment is secondary, only of secondary importance I write of a dead hope, No one knows or even dreams that the Personified hope was more than a mere word taken from list of words suggested as subject for composition. Altho' that little hope, tho' buried now, may often moisten the eyes of the writter, and even bring her to her knees to her God, for once daring to condemn the sudden death of her Idol, Tis all the same Fear not, Twill never be known, No one will ever dream that you have done ought but to conjure something that may play upon the fancy this robs it of half its force. When I read a piece of Poetry of a sentimental, kind, I imagin the Author to have felt

it all himself. If speaking of Death I know he must have been a thinker upon this subject. Perhaps. Death has visited his hearthstone and stolen his Idol, at least the thot is familiar to his mind else he could not have done his part in portraying it.

My mind and feelings are not earthly, earthy and consequently will not bear the harrow of rough criticism. I know of but one individual who ever yet have said that they tho't my poetry was a picture drawn from any thing real, either in my own or someone else's history. This is my resolution to Court the muse no more, and exhibit no more, Poesie prose when I do write, but do little of that. This will hasten old age too I fear, for it is this pleasant occupation that sheds a freshness over my life. It invites me from the rough places to a pale of regaling beauty, but I shall forego this luxury, to avoid a discontentment evidently worse in its effect upon the mind. Enough of this The school went tolerably well this morning, considering the scholars, in attendance A meagre company of 9 girls. When will the

thus girls be able to come. they are loosing
precious time now.

No one can conceive of the pleasure I
receive by these beautiful forest trees.
I enjoy them more than I would as
many Ornamental trees, I do not
know why I do, when we have so many
such trees around us. They shade my
spirit, when worn out by the heat of
school labors, It seems to me the pleasu
I have received from them, has already com-
pensated for the trouble in of teaching.
School progressing quite well, consid-
ering all things.

Now, I do not know how to account,
for the exceeding docile conduct of
the children this forenoon, I know I
felt ready to be as patient as Job with
them, To exert all my powers of illustra-
tion to interest them if I could, but
to my great wonder, my patient feelings
are lying dormant, Not being needed,
scarcely the turning of a leaf unnecessarily
the school, To interest them, indeed, Why
they are already interested. I, thank, God,

June 1st Saturday Eve-

No school to day, but wait Scades, dont ask why I am up here, do wait untill I am thro', Well I will tell you in confidence that I came up expressly to, write some, to figure some, I hear you say nonesense, ridiculous ridiculous, wasting time and the like, all well, I will go security, If I am to teach I must study, or give up beat, This last I wont do, better study harder yet

It is strange how the conduct of children impress me, last week on Friday we had such a pretty school, altho the afternoon brought a severe head ache which continued without intermission untill saturday afternoon, I slept some thro' the night, but was in school continually, all went well, but it wearied me Tired out I would awake, but the moment I went to sleep again Twas but to join my classes, Review was the topic, Framing Questions, Reading for those who were unable to distinguish the words So passed the night

June 1st 1861 Saturday 6

This week on thursday, my school was not so cheesing. Not much went right in the forenoon, Afternoon better, but not so sweet as the Friday previous. Sick next day, haunted all the forenoon with unruly girls, imperfect lessons. It was worse than the reality, for the lessons, were quite perfect, Composition was extra, but here I may take a little glory myself, in fact aught to be ticketed, for I worked patiently two hours to arrange a new progame, leaving me free at the time of such exercise. It is a method not many do pursue, and Emily would call it waste of time. But We differ here I do really think that a neatly written composition indicates as at least equal scholarship with a correctly analyzed problem, and is as valuable when done But in some things Emily was my superior. in school keeping

But I happened to open a School Journal of some months standing, I one I have used and my eye fell upon an Article headed

June 1st 1867 Sat Evening.

" A few of my troubles and I nearly shed tears in sympathy, but I feel strong again. The school room looks inviting again. I see the vacant seats of many little girls who from appearances, love me, as I love them. There is nothing in all nature so sweet and pleasant as the love of innocent children, there is something so rich and delightful in their affection is like the fragrance of a new blown rose, they meet you with a real warm "good morning" and leave with a warm kiss on their tiny fingers flung after them, It makes me strong for lifes battles such trusting affection, for so seldom meet with it in ought but childhood, Or very old age, And this is seldom for there are so few, who live so acceptable as to be blest with a real happy old age, Well between School Journalism and Private Journalism I have contrived to pass away almost an hour, so I must away to my other duties.

I glory in the prosy name
Of "Teacher" humble tho' it be
And wingless be its lowly fame
'Tis every thing to me.
What if the Pæons of the crowd
Rend not the Teacher's Air serene
Eclat for him be long & loud
His Badge be Glory's Shen

"We are a bight a noble Band
As walks on God's green Earth
None — higher destinies command
Results of mightier worth
We put the glorious Armor on
Of patience Faith and Charity
"That when the toilsome day is gone
"The conquest we may see

Who turns the wayward child to Truth
Shall be a Star in Heaven serene
Or Guardian Angel is to Youth
(Sweet time of summer green)
The beauty of the firmament
Shall surely far outvie
As spirit from its high descent

Lives longer than the Sky.

What sweet confiding innocence
Entrusted to the Teacher's care
What guileless hearts what confidence
Reposes ever there
Oh! let us never one presume
To trifle with this awful theme
To dim the Tints of Heavens bloom
Plac'd there by Hand Supreme

On infant face—on Youthful Brow
As index of their spirit pure
O fix this impress firmly now
Forever to endure
That by the pure Reflex gleam
From those Truth burnished Brows
Shall brighter Shine the Diadem
Heaven may to them allow.

How fresh the morning dawn (appears
With pearly dew on Grass & leaf
Like Youth & infancy in tears
From sorrows innocent as brief
When Nature tun'd to calm Repose

Awaits the sun's returning hour
No breath disturbs the blooming Rose
How awful is the hour

"Who knows the destinies of a day
"What heats what storms what strife
Shall dim this Morning Glory's Ray
Or take that Rose's life?
"What clouds may darken this bright dawn
"What lightnings rend that [illegible] Tree
"What havoc Spread the dread Cyclone
"What terrors we shall see

So is the fresh & blooming dawn
Of infancy serene & sweet
Which ere its fleeting day is gone
May be a wreck complete
O for the intuition High
Its destinies to [illegible] Guide
That sin and sorrow it may fly
And o'er all Tempests ride

O! for that highest gift of Heaven
The Unction to Holy to impart
Which when in faith & mercy given

May guard each guileless Heart

O could we vitalize the Spark
Of Love and Truth, God, in each
Illumining what is dark
The Conscience Early Reach,

How truly might we then rejoice
In all our labor prayer & Toil
To see them plant themselves of choice
In Heaven's richest soil,

To plant the Unction in the soul
Which self-sustaing e'er shall be
And all its actions shall control
On to Eternity

This were a joy a priceless Boon
A diadem of Worth untold
More briliant than the sun at noon
Or crowns of burnish'd Gold

O Lord impart to us thy Grace
And, Second all our efforts here
To teach & lead in wisdom's ways
Each pupil in our care.

July 26th 1864.

Perhaps you think it folly to study school keeping. That it is not a subject so profound as that. Well one of two things is profound. The subject, or I. It does require my whole mind. It requires study, broad and expansive. I sometimes become absorbed in my ideal school. And new Ideas are presented at such times. A friend of mine, has said by gives me credit for deep thinking and all because I enjoy a brief day day dream, once in a while. A dull life must they lead who never day-dream any. The mind can sometimes perceive the most exquisite images, receive most elevating ideas of sublimity, as to really refresh the tired intellect immeasurably.

Tis true, such day dreaming, unfits the mind for the realities of life, which are stern even in their repose. But candidly, now I do think some, & I think to some purpose, If I may be allowed to judge,

July — 25th 1864.

I have taken some paine to instruct myself in some method, for teaching the small children, the ground rules of arithmetic, This others may understand, but I do not. I know how I was instructed, and here is the method, T. Well —— here is an arithmetic. Commence upon page —— and do the questions, S. T, how shall I do them, T. look at the rule. or set down the figures begin at right hand and add up if you have more than ten, carry &c. a few days, and S I cant do this question, T, where is it, T, In Subtraction, Addition is thro, and I know nothing of it, not even so much as to be able to tell, what Addition is, And the reason why I carried, when my number exceeded ten, I was totally ignorant.

Is this the best method for teaching the Great Science of Numbers,

August 4th 1867. Sabbath.

So far from considering it unnecessary to study the science of Teaching - and instead - presuming to teach hap-hazard I consider it the most necessary - indispensable science on the Earth, to study previous to undertaking its practical duties. Not only then, but if one chooses this profession as a speciality for life, he or she should never cease studying thro' the whole course of their Pedagogical experience. To teach Infancy - childhood - and Youth is at once, (in my sincere opinion) the most solem responsibility ever assumed by man - The clerical function by no means excepted. Therefore I insist that the study of the sublime profession of teaching should be laboriously & persistently prosecuted, both in season & out of season, & any one who is disinclinid to so severe a discipline of his or her pedagogical faculties, has

surely chosen a wrong profession & the sooner they abandon the same & choose a less responsible situation the better for them and the pupils under their charge. O. C. Hampton.

Day Dreaming.

"The day dreams of Youth & the revries of Age— And even of manhoods bright prime— All All have their uses— on lifes transient stage— And soften the sorrows of Time. I would not discourage the day dreams of Youth— Else where could they wander for Rest— "When fann'd by the flames of ~~Fierce~~ ambition Breathe— And the surges of Passion must Breast. "While treading the Desert of sorrow & Gloom— Far stretch'd o'er the sensual Plane "How sweet for a Green spot of Day dreams to bloom,— And And soothe every maddening pain

1867.

To build e'en a fanciful Castle
of Peace— In which for a truce
to repose— A moment to list
to a Heavenly Breeze— Or scent
a delectable Rose. To stand on
the rim of the Rainbow of Hope
An hour of Gloom to beguile
To make them more Strong
with their trials to cope—
Sweet pleasure to furnish the while
Even Manhoods sweet Revries I
would not forbid— Asperities
harsh they might smoothe
And in them the solace of Heaven
is hid— The sorrows of Nature to soothe
The Battle is fought which
manhood must fight
Ere sailing to permanent rest
It is enimies summons to conquer
at sight— And make his long
home with the blest. Then
let him anticipate that blessed
hour— In day dreams of future
delight— When over each passion
he'll triumph in Power— And

1867

wear. Victry's Diadem bright.
The Day dreams of age I would
not interdict— When weakness
approach, I were cull the silvery
Sage to afflict, Or their sacred (the)
Revries to touch. They've borne
sad Burden & heat of their day
Retir'd from the Battle & Strife
O let them in Peace walk the
rest of the way— To the portals
of that better Life— For which
their long years they have labord
and toild— And talent & coin
and all— Have freely devoted
with Heart undefild— To
Heaven's imperative call.
But there may be too much of a
very good thing— And day dream
too oft entertain'd— So oft
as to make them a very sad
thing— When revell'd in all un-
restrain'd— Most sadly effeminate
shall we become— Who wanton
too much in day-dreams—
'Twill make Life appear Nought

but Billows & foam — And
the glare of the Lightning's dread
gleams — 'Tis only the "too much"
with which I find fault — In
speaking of Revy as such — And
know it is good — and the mind
will exalt — So it is not practiced
too much. Fare Revery lives in
the Region of Hope — But hope is
a fugitive power — And leaves
us full often in sorrow to grope
After whispering Peace but dare how
The solid foundations of Eternal
Peace — No Promise of Hope can
spply — ~~Are~~ The Streams of Contentment
that never shall cease — In
no Sphere of Day dreaming
lie. But this rugged Plains of
adversity Wild — Where flowers
nor forests adorn — Where Fiesne
& his Terrors cannot be beguiled
Is limn'd the lone Journey forlorn
The gift of Day dreaming then do not
abuse — But take it for what it is worth
A brisk Castle Builder of many bright hues

To toy with sometimes on the earth.

Thursday. Sep. 18. 61

We have had such a pretty School to day, I have enjoyed it so much and I know that the pupils have also. We had such a pretty Globe exercise the second class and I. I did not Conceive that I could entertain a Class of Girls as old as they are for my knowledge is quite limited. Little girls are almost entirely destitute of books. I do wish that I had some.

Lily Dale is in the 1st Class. She learns very fast and I think will soon be quite a respectable Scholar. The first bell has rung. and I will now study spelling Lesson 15.

September 1867.

Do let me write a few words before the girls get here. I believe the last words that I wrote Sunday, was. I will study spelling Lesson And what should I study Spelling Lesson for. Ah I know. and so does every body know that I did not get a Certificate and I know, if nobody else knows, how awfully I suffered. but I have one now And this is now the first day of my teaching since that happy event.

Friday. School dull to day, and why I do not know. unless it was because the older girls were pearsied out by their trip to the fair. I forgot to read my bible this morning Perhaps this is the reason I had not success. God speed me the coming week

~~Wed.~~ 2 Monday 23rd. We did not wash to day on the account of the fruit consequently I am having school to day Tis a beautiful Autumnal day. A

October. 2nd little two cold perhaps. to be comfortable.

I have been not had any review 2nd yet, but shall have one on friday.

Recess. I mentioned to the classes that I should have a review on Friday. and I find that the girls are very much pleased with it. two are remaining in from recess to study for the occasion.

I hit upon a "suggestion" to day to teach Children. Notation. Which I immediately seized upon. Gave it one half hours trial. and intend to continue to experiment upon this class. to perfection. And see if it is possible to learn them any thing. Alice and Lilly (has) returned to the school. I cannot say repentant, but I presume somewhat ashamed of being Absented.

Aler is here fixing the Clock, which I must say is necessary, as I have been teaching without one for some time.

I am yet in Subtruction with the 2nd Class. I guess that I Asked them

" About 12 Questions upon this one
" subject, As,— "What is subtraction"
" "What is the greater number called"
" " " " Lesser " "
" Which is the Minuend,
" " " " Subtrahend.
" " " " Remainder.
" How do you prove Subtraction.
" To what should your proof be = to.
" What is the sign of Subtraction
" What is the Meaning of Minus. &c.
Almost every one was answered
correctly by each pupil. but there
is one point they do not com-
prehend, And I do not know
how to teach it. And that is the
principle of borrowing Numbers,
when a Number in the Minuend
is Less than the corresponding one
in the Subtrahend.

Oct. 4th. 1861. Friday afternoon is
review After noon. It is two o'clock
the review is about half over.
I feel better satisfied with it as it
has been conducted to day, than

at any former time. I have endeavored to order every question, especially to the exact capacity of the various classes, No pupil being obliged to search among the various questions propounded, to find one that they can answer. If I could only remember. how I wished to conduct the exercises upon common school days. I think that the girls might be if any thing better prepared for review, but the fact is I do not feel strong enough to teach all day and study how to teach at night. I must do the best that I can.

Or to express myself better. I feel such a Langor after school hours, that I am glad to forget my task.

I have been told that I did not work at home as hard as the rest. that I failed to show an interest in work, intimating that I felt above it, It is possible that they would do no better, in a school room, to go there one day in a week, and work out.

the rest of the day. week.
October. 2. ' 1864. I have not written
~~any~~ any in here for some time, but
have several times intended to,
The school is proceeding quite as well
as I could expect. Almost all
the girls in the second class can
set down any number, that I can
give them, this is encouraging,
for last week on tuesday I could not
have said the same. The third class
are also learning Numeration.
I think it quite likely they will
be more successful than the 2nd class,
That is in the same length of time
because succeed they shall.
There are very few girls here to day
Susan never can learn that I
keep school on tuesdays, And if
her girls never come I will not
send for them.
I worked too hard last week. Every
night I was so weary that I could with
difficulty sit up for meeting. From
this fact came my awful headache

friday night. My nervous system was so exhausted that such hard pain in my head, threatened a temporary derangment. But tis all over now. and I am ready to enlist again. in the very Arduous task, of teaching. Sabbath day was one of those days that are remembered for their ~~ex~~ extreme bitterness.

Friday Noon. Oct 18 6 4.

Elder Oliver was in this morning and talked some to the school or at least the larger girls. I am really ashamed to think that I have to have girls in the school that deserve such talk, but is a too lamentable fact. They do deserve it My sex to deserve it, how humiliating. That One who can know how to respect a woman's Character, must be forced to lisp such words, as some of her own sex deserves.

It is nearly school time, & I do not intend to have much of a review this afternoon. The first class are unprepared and the little class a have not much to review. All will be with the 2nd Class.

Saturday, Afternoon Oct. 18. 64.

I am up here this afternoon making a new programe. By which I intend to guide my school the rest of this fall. I done have done this to encourage my second class, if possible to do well. And I shall exert every muscle in my body, and every talent spark of ingenuity to interest my class the coming week. as this is the only way to stimulate them to good conduct. I have tried, and now shall try again, and if I have been just "the blue", I shall try now to be "the better blue. What if I am spent, every night thread bare? Tis what I am for, but enough of school. for this week.

I can not tell exactly how these beautiful trees make me feel. but when I look out and see their beautiful foliage almost glittering in the sunshine. I feel a softness of heart. a quiet joy steal thro' my veins. and I can only say, "how beautiful, how beautiful. and as I walk forth their so golden leaves fall at my feet. I feel inclined to step around them let lie where the breeze has cast them. tis almost more than I can do, to crush such exquisite beauty under my feet.

This is sweet Indian Summer Why is it so called. Is it because the Red Man, with all ~~this~~ natural savageness has a greater appreciation of the beautiful and grand, than God's favored race, "the white man" Does the Indian love his Summer better than I do. I hope not. Or he must worship the forests.

Oct. 1867.

Wednesday. Morning. I was reading "Ohio Monthly" and find there are two very good articles in September and October numbers, that will be very usefull to me next spring. in my "young grammar class." It is my intention to commence Oral Grammar at that time, if I am in the room. for special reference see September & October numbers The Ohio Educational Monthly" 1867. Articles titled. 1st "Instructions in ~~Grammar~~ Language". 2 "First lessons in English Grammar. This is for my own particular reference. It is not expected that it will either aid or amuse anyone else.

I take the liberty to insert the following Essay, 1st because it does relate to the school, This very school, 2 because I think perhaps that it will remind me of my duty, at some time should I forget it. Not that I expect any one else will be benefitted by it.

Essay,

On D.P. Page's theory and practice of teaching

"What manner of spirit am I of"

This being the first question propounded in the work above named, is the first to be treated. but suppose it were not the first, I certainly consider it should be the first, to the live candidate for a Teacher's Office.

"What manner of spirit am I of"

To convince ourselves that this should not only be asked and but answered before we dare cross the threshold of the Schoolhouse, we have but to remember one fact and that is The teacher's work is to educate a human mind, An. immortal soul.

not in a list of technicalities merely but, to Educate the living soul That which is to live beyond the space of a few short years. That part which shall sit at the right hand of God in Paradise, Or, Groan in the fathomless depths of hell As we shall perform, or neglect our duty. to them. be it for Weal or woe. When we consider the Awfull account we will be forced to render up at that great tribunal before which all souls must meet. The "sinner and sinned against" it might appear that it would be with fear and trembling that we load ourselves with the Awfull responsibility of "filling the place of the Eternal God," to the child. How conscienciously should we ask the question "What manner of Spirit I am of" "Am I of a spirit" that can inspire that holy reverence for God and his word, that will stand them in good when the dark hour comes. Will my "spirit" be a light to guide their feet thro' the intricate mazes of childhood and Youth,

will my "spirit" be a shade between the light of God, and their souls. How awfull! When doubts, and misgivings do pack their spirit, will the spirit I act before them rise up, as a silent reproof, to their unholy misgivings, Or will it only give color to their dark views. If two the latter. Woe to thee Teacher! Twill be a fearful day to thee, that day, that ye meet those wronged pupils upon the Shores. verge of a vast Eternity, better that ye die this day, than that ye live to see that one. But if on the other hand Ye so educate both by precept and example that when the bitter hour does come they are able to see thro' Thy precept, and example a way out of it, none shall be greater on earth, and none save God shall be more glorious in heaven If we are indeed of the right "spirit" and live his holy word, when we open our Bible to read, they will listen with the unconcious conviction

that we not only plead with our lips but that our lives are a living testimony of his word.

Much more might be said by me Here by attempting to teach a young mind when we know not how to teach ourselves is but acting a lie of on the most by high God, of which no greater sin do I know. but I will leave it for abler minds to trace the extent of such unprecedent baseness. and to discover how far into the future such purgury will extend. but one thing is certain, that if it is true "Bring up a child in the way it should go, and it will continue therein just that true that bring up a child in the way it should not go, it will continue therein.

Thro' the course of the second chapter, Page speaks of the d neglected Pear tree that stood in one corner of his otherwise Minature Paradise, on which he spent some labor and quite a considerable anxiety of mind

After it was grafted waiting three years to taste the fruit, which he expected would have been delicious. But a disappointment was the result. the Pears were insipid. He had been deceived, either thro' the ignorance of the grafter, or the dishonesty of him from whom the grafts were obtained. At least it was caused by a sad derilection from duty.

A teacher was placed with young minds under his control, some had had become knaled and bent, but the Teacher might prune and graft to the benefit of the mind. He may ennoble and elevate the mind, but fail to ingraft the noblest principles that should actuate a human soul. But the point which is of the greatest importance is "that the Teachers themselves be of the right spirit" If this is the case, the children themselves will recieve that training and teaching necessary to make good and useful Men and women of them.

Maria.

Nov. 12, 1864.

Tuesday. I did not have school this forenoon. They were mending windows here. I do not feel like Maria. I feel so lonely. so like I was once more thrown out upon the shore of time to look out for myself more than ever. How much an impulsive unkonsidered action may cost us. I never realized untill lately how excelent was the advice "think three times before you speak" and it is quite as necessary to take the Sober Second tho'l before we act. I have learned the truth of this and now may I practice it.

The School progressed very well untill Recess. And then the Second class became infected by a Stubborn spirit. untill my soul exclaimed "Woes cluster"! Let me say that I shall try an experiment on the third class tomorrow. and if it works well, I will record it and adopt it. if not, let it pass.

November 13

My experiment has given satisfaction. It was this. Small children cannot continue study over 15' minutes at one time. having 30' minutes they must necessarily amuse themselves in some other way. Any child that would study her lessons faithfully the first 15' minutes, is allowed to draw pictures on their slates the latter 15'. this is an inducement to them to study. I think that 5' minutes concentrated thot is worth 30' spent half with the attention half fixed upon the subject.

But there is another advantage in this experiment. She learn to draw. In this school there is little attention paid to this very beautifull study. Nothing will develope Observation better. And Education consists in the development of the Mental faculties. There is yet another advancement enhanced. Self Amusement. If a child can amuse itself it will never ask another one to help it. I think my plan will

be worth a trial at least. It was suggested upon reading an article in an Ohio Educational. I do not remember the number.
The first class girls are learning Grammar without the book. The book since we have entered Syntax has proved an impediment instead of an assistant. By a few hints from "Ohio Educational" last number, I have happily been able to give them a better start than the book which we tried for two weeks. It seems to me that I could not get along without the Ohio Journal. It is by far the most preferable Journal that I have ever yet read.
There is one other called "Littell's Living Age." that I should like to get. but it is beyond my reach. $8.00 is more than I can afford.

It is decided that I shall go to the Institute that will meet at Lebanon upon Friday and Saturday. This is good news. So good that I fear that something will upset it.

Tuesday. Novem 19th 1861.

Well I have been to the Institute. which met at Lebanon. on Friday and Saturday And I feel that I had received more encouragement to make "teaching" an honorable profession by faithfully performing my duties in the School than I could possibly feel from our own institution. Education is a matter of so small moment to the Majority that it is almost considered a waste of time to send children to school, and worse than folly to spend our youthhood to store our minds with the swal knowledge of Ages past, and a hopeless waste of paper to write any thing but songs and a day book.

I do not say that a Convention of Teachers, of our own persuasion could not be drawn together which would pay better to us than any which the world might be able to bring to gather.

There are a great many well educated men and women in the State of Ohio that are Shakers, and are full worthy of

the name of "Brethren and Sisters"
I have been thinking how very nice
the following would sound in a letter
from the Ministry at New Lebanon.
We have been thinking lately of the
condition of our Schools as a body.
And have concluded that their usefullness
might be enhanced greatly by the
formation of an Institute within our
own precints. We not only think that
it would ~~not~~ only improve the schools
but that it would greatly improve
the popular mind of the Community.
The minds of our young people would be
more or less drawn away from the now
too prevalent and engrossing topic,
How will we dress. Dress, seems to absorb the
mind. And we think, twere better they
were occupied in gaining some use-
full knowledge. We have further
more tho't that it would help the
Teachers. Assist them in their labors.
This they need, for a Teachers duties
are by no means, trifling, but numerous
and pressing.

Under the conditions and also impression that these conditions are capable of improvement, We have determined to give our hand and affix our seal to the following Resolutions.

1) Resolved That in every state wherein two Societies reside. there shall be An annual or Semi Annual Teachers meeting.

2) Resolved, That these meetings shall be made to contribute to the improvement and particular advancement of said Teachers.

3) That the Majority Shall be the controling powers of the meetings.

It is suggested that Teachers in the State of Ohio, Should first meet at N. L. And that the next should be held at the Society next in population, &c. &c. Ministry of New Lebanon.

Article 9

It is thot furthermore that the good of the children is at stake, and that in no other way might we so greatly contribute to thier improvment, as to institude a Sabbath school within the precints of each society, And that all under the Age 18 years old, both boys and girls shall regularly attend, unless prevented by sickness, And also that a certain sum of Money shall be contributed by each family Annually to the support of such school and further more that Said Sabbath School, Shallbe Annually supplied with a number of new sunday school book, for the purpose of stimulating by all Moral means the young minds to industry and faithful attendance. Menuesday 8C

21st 1867.

The last Article was written by Anna Lee, I gave it to her simply to Amuse her as she appeared disposed to sit, idly by the hour. There is nothing much better for a pupil, or at least mine that is inclined to be listless, than to give them something to do for the benefit of some one else. Such as pegnesting and older girl to Assist a younger one, a little girl to Make a fire. Sometimes it will so divert them from their listlessness, that they will take up their books spontaneously, forgeting their former abstractions. But I have not yet touched upon the subject which prompted me to open this book. It is said and I believe it, that every book we ha read, leaves its indelible stamp, upon the mind. Poor indeed is the book that fails to leave some impression. I have been reading Arnolds Life. It seems to me that I never really read it understandingly before. Simply because, I was not developed sufficiently to understand his spirit, which is so

beatifully illustrated thro' the medium ship of his correspondence. Beautifull is his spirit of humility, which could bear ~~criticism~~ the unmerited criticism of his very friends, and the sneers of his Enemies, and simply say, I am sorry it is my style, but can never change, for it is the only one which is natural to me. No bigotry ~~biased~~ corrupted his heart, and ~~corrupted his~~ biased his judgment. Contact with the world, poisened not his better feelings making a cold man of the world of him. His old friends complained not of desertion. One more good trait I have been able to learn from his biographers, he possessed, And that was, He expected no man to yeild their opinions to his, because they happened to be friends. His friends felt under no compulsion to believe as he did on any minor subject. All important points were generally understood before a friendship was established

Such reading as Arnolds Life. Pestalozzi &c, create a new, or rather rekindle the old interest in my soul, for self improvement. It makes life, a reality, There is something for me to do, ere I launch my bark out upon the shore, Sea of a vast eternity. There is something to be learned before I close my eyes in sleep. If I do it early I can enjoy the satisfaction of, at least, rest if not the contemplation of the completed work.

After Attending the institute I felt a newness of Aspirations, A freshness of feelings, I learnd more that knowledge is as power. That I had only to seek after to find. Knowledge Appeared like a large Dictionary. with every word in language of Mortals, And was there defined And how very foolish it would look in a Man to cry off every word that he should happen to Understand while perhaps there were millions of which he so much he could not pronounce much less Define. Yet I trust he would appear as intelligent as one who is constantly harping their great endowments.

and improvements, during Latin & Greek
when they could not give a simple Analysis to a question a school girl can give.

December 2d 1867. Monday.
Male school opend this morning with an enrollment of 26 scholars. From present indications, I shall have to teach all in the upper room. The days is dreary with a light snow on the Ground. 26 pupils is a miserable school in point of Numbers— I hope how soon there may be 66, but I fear not this winter. Enough for to day.

March 23. Alas for my unpardonable neglect! This whole school term, of which the above notice, is a notice of the 1st day's proceeding— fled away without any further Records of the same save what may be collected from the daily School Register. And yet this was one of the most interesting exciting terms I ever taught as one of the most successful— It shall be the last occurrence of the kind I shall be guilty of so long as continue to teach. O. C. H.

A Reverie. 8

How swiftly pass the days.
Of this Sub-Lunar scene
As yonder wreathe of silver strays
Athwart the azure sheen.

What is man's life - a flower
How soon to fade away
Poor fugitive of one short hour
To grief and sin a prey.

At memrys holy shrine
My soul in awe I bow
And view its scenes as all divine
Compared with gloomy now.

But yearnings all of man
Earth's scenes can never hush
And how his soul he never can
Like solitary rush.

To grovel in the fens
And reking mire of earth
But reaches far to higher ends

To brighter glories forth

I read a poet's dream—
When I was but a Boy
And sudden on my spirit gleam'd
The glory and the joy—

Of man's Eternal state.
When once forever free
From Earth's inseparable fate
In blest Eternity.

A young and blooming Girl
Was in a garden fair
And mid the glad extatic whirl
Of purest pleasures there,

She fell asleep—and had a dream
Of most exquisite kind
Which made of heaven a golden gleam
Flash brightly o'er my mind,

'Twas dawn—the sweetest hour
Of all the vernal day
And in the sweetest time of flowers

The joeund month of May.

Who can describe the dawn
So holy and serene
When pearly dew is glittering on
Each flower & blade of green.

So fresh and pure the air.
So rich the Orient gleen
Such sweet perfume each flower fair
Breathes on the holy scene.

'Twas this delicious hour
Of which the maiden dream'd
When soon from a supernal Bower
A tiny Angel gleam'd.

She floated on the breeze
Among the flowers nigh
Beneath the leafsongs of the trees
And azure painted sky.

A Butterfly of many tints
Of richest Gold and green
Of scarlet bright & purple glints.

And waves of blue serene.

His [redacted] maiden Angel [redacted]are
Upon His glittering Wings
Her gentle Spirit nothing more
His welcome leading strings.

~~Union Hideaway~~ Camp Big O & H.

1.8.65.

December 3d 1868. Thursday.
I opend the school this morning with 29 scholars from 16 years old down to about 8. Average age is 12 years nearly. I spent most of the day in arranging the classes. Some confusion was of course unavoidable, but no wicked or rebelious feelings were apparent. but scholars seem inclind to do right & behave respectfully.
Dec. 4th Fri. Still in some little confusion but much improvd from yesterday. Got up a Program. — Had a partial Review embraid in 50 questions written on the Bd of which 1st Class were to Answer 40% 2d Class 30% & 3d Class 20% in order to earn 85 issued from the Bank of Merit. All the first class & most of the 2d got the requisite No. of Answers & will be paid off on Monday morning. Third & 4th Classes too little advanced to raise money in that way.

December 1868.

7th Monday. Snowing & blowing.
Once more Old Winter reigns supreme
In this our transient home
And few the radiant rays that gleam
Athwart the deepning gloom
In rushing tides now roar the winds
And [illegible] along the sky
And arctic poetry begins
Its tempests to pierce on high.

School is beginning to go on quite comfortably — the arrangements for a thoroly systematic organization being about completed. Boys seem inclind to be civil & well behavd so far. Having seen no possibility as yet, of introducing much Mental Arithmetic into the school, I have included very little in the present program.

8. Still getting colder and clearing up this evening after a day of snowing nearly all day. Boys very tedious in getting to school. This P.M.

December 1868.

8th Tues. School went well to day. All the classes seem to be gradually putting on steam and the fiery enthusiasm of the teacher is beginning to be felt to the coldest & remotest recesses of the school. Ere long I hope to have quite a presentable school. Should any one deign to look in upon us.

9. Wed. More was done to day in the school than in any day since the commencement. Classes now supplied with Books & other necessaries, perhaps sufficient to answer the purposes of this term.

A bright but bleak cold day
And trying to frail man
As Winter rules with potent sway
With sorrow in his van.

10. Good winter weather. (Thursday) School went on happily & the classes are all improving. My plan of teaching numeration is a success.

December 1868.

10. The Boys are gone the room is still
save cozy fire song. (till
With rumbling blaze & simmering
That bring up memys Throng—
Of images & scenes long past
And loves & friends most dear
Which to that land are fleeting fast
Oblivion's Region drear.

11. Fri. A review was attempted
this afternoon, & with some
dozen of the scholars was a suc-
sess. Let the good work increase.

14. Mon. A relation of mine vis-
ited the school & I had no time
to pay any attention to her—&
besides that, I never want to
see one of my Relations, as long
as I live, who lives outside
of Shakerdom, unless they
want to confess their sins.

15. Every thing went pleasantly this
the forenoon— The afternoon was
made unpleasant by the restlessness
& want of interest in the scholars.

December 1868.

11. Friday morning 4 above 0. at the 2d Order Mer. at Zero?

Questions for Review in Geog?

1. Define Horizon & surface?
2. What is a Hill—A mountain?
3. Where & what is the Atlantic plain
4. Where & what is New Jersey?
5. What River is Trenton sit on?
6. What State West of the Delaware?
7. Where & what is Easton?
8. What is the land lying between Mountains or Hills call'd?
9. What is a Mountain Range.
10. What is a plain— —"— —"—
11. What is a Mountain System.
13. Where is Itasca Lake —"—
14. Between what two Mountain ranges do you find the Great Central Plain— —"— —"—
15. Which end of this Great plain is highest? Or which way does it slant.

Questions for Review in Arith.

16. Define a simple number —"—
17. " " Compound " —"—

December. 1868. Cold winter weather

18. Define Addition—19. Def. sum or Amt.
19. " Subtraction 20. " Minuend
21. " Subtrahend. 22. " Remainder
23. " Multiplicat. 24 " Multiplier.
25. " Multiplicand 26. " Product.
27. " Division 28. " Divisor.
29. " Dividend 30 " Quotient
31. " Numeration 32. " Notation
33. " Unit (pts of. 34. " Fraction
35 " Gen. Name of both 36 " part. Name of
37 " A com. fract. 38 " simp. fract.

Questions in Grammar (Review)

39. What is Gram? 40 What Eng. Gram.
41. " an Obj't. 42. Material Obj't
43. " Immat Obj? 44. Sentence—
45. " Subj. of? 46. Pred. of? 47. Noun
48. " Adj? 49. Verb? 50. Pronoun.
51. (Quest on Sacred Geog.) Where is Reuben
52. Gad. ½ tribe of Manasseh. 53. Asher?
54. Naptali. 55 Zebulon " 56. Issachar?
57. ½ tribe Manasseh. Ephraim 58. Benj.
59. Dan? 60. Simeon? 61 Judah? 62 Gad
63. Miscell. Qs) Bones in man? 64 Bees in a Hive? 65. 7 prim Colors? " "—

Concerning the aforesaid questions for Review, I may Remark, that I am not able to conduct it as I did last Winter (ie) write out the Questions on the Board - because there are two classes which cannot take any part in them during the whole Winter. Those classes must nevertheless have attention, - consequently the present system must be abandon'd & cards must be us'd for each individual scholar - thus leaving the Black Boards free for the primary classes, and enabling the higher classes to pursue their review without aid or attention from the Teacher. The forenoon previous to the next Review, I propose to myself to get the First Class to draft a list of Questions for the Review and see how it will work. I think I shall get a series of Review questions printed. " " "

December. 1868.

11. Fri. Had a Review this P.M. but was in confusion more or less on account of 4th Class & a majority of the 3d too little advanced to take any part in it. Must take some other plan of conducting reviews, for I will not in any wise abandon them. Never!

16. Wed. Restlessness on the increase, and signs of insubordination beginning to appear. East Div. had to be detained some time after school dismissed, for insubordination.

17. Thurs. School went off more pleasantly and profitably than any day since it commenced. All 4 classes did very well. — Read a portion of the Sacred word before commencing — & at the close made an earnest appeal to the school at large which had a very salutary effect thro' out the entire day. Commend the day myself with earnest prayer.

1868

18. Fri. Pleasant weather. — — — I perceive that I have out= grown an ungraded school and am fully convinced that no ungraded school pays the State for Keeping it. — — — Still I must do the best I can thro' much tribulation tho' it be.

21. Monday - Bright - clear & only moderatly cold winter weather. I have kept a good school to day and all the Scholars seem to have tried to comply with the wishes of the Teacher. Intro= duc'd the reading of Prize Books to day for the first time as rewards for writing creditable reviews on last Friday - Only 5 Boys drew a Book. — — — But I am more and more convinced, that ungraded schools consume at least 3/4 of the means which the State has establish'd & furnish'd them with - I dont think I shall ever teach another.

Account of Books taken from the school for summer use.

Whitney Williams Borrowd from school on 19th April — 1859 —

Spelling Books —— 18.
McGuffie's Third Reader 5.
" " Sec. " 9.
Webbs Normal Readers 5.
~~Ray's Arithmetics~~
Persis Hoag Borrowd at the same time
Rays Pr. Arith. 8.
Stoddards Ment. Ar. 7.
D. P. Page's Teacher 1.

Dec. 26. 1868. Saturday — About a dozen of the Boys are absent to day. Some shelling corn and some making preparations for procuring Ice for next summer. The rest are here and longing to be out, because it is snowing & giving encouraging prospects of coasting & sliding on the ice. It seems we are yet far from the desideratum of making study more attractive than play.

Dec. 27. Sat. 1868. Teaching & a School.

The ground is white with snow
And so is all the air— The sky above
and Earth below— Is whispring of Despair
And melancholy Broods— among
the leafless trees— And grief with
ebon wing intrudes— And omens
stir the Breeze. Dark is this winter day
As dreary mortal's Doom— Whose
joys like meteor flashes ~~&c~~ stray
Athwart the midnight gloom—
But render darker still the way
That points us to the tomb.
But God who rules the sky— And
all this somber Earth— Can make
the cloud and tempest fly, And give
the Rainbow birth— My God I've trusted
long— And know he cannot fail
To crown each sorrow with a song
And his bright Love unvail—
As friendship's token bright
A Keepsake was bestowed
And ages cannot dim the light
With which its motto glowed
"In God I trust" ~~&c~~ what words!

With faith and comfort fraught
And may we then be all the Lord's
Is this our common lot?
O joy! O peace beyond all bound
O friendship all divine
When like the prodigal "we're found"
And on God's Love recline
"In God I trust" What peace serene
Flows from such holy faith
With consolation's brightest sheen
It lights our rayless path
O'er all this rudimental waste
To yonder brighter worlds
Where Rivers roll o'er regions grac'd
With Amber Gold & pearls. (Shake
"In God I trust" then what shall
My peace forever more
This Lamp of Love & trust I'll take
And tho' the tempest roar (Gloom
And sore destruction death &
Menace on every side
Untill I reach the Welcome Tomb
In this I will confide.
When far beyond the thunder's Boom
In Heaven's pavilion hide.

December 1868. Dark Winter weather
28. Monday. I must this Week endeavor to reconstruct my program & code of penalties & system of rewards for good behavior & correct recitations. That is if this is possible.
Eve. Had a very good School this day - suffer'd much poverty of spirit - but feel to ascribe all to the special goodness of God. None but those who suffer much will ever enjoy much or triumph much. But I Know I am not alone - for I plainly see some of my particular friends also under the shadow of a dark cloud - Thy Will O God be done.
29. Tues. School going well - New Program. Begin to notice a radical change for the better in point of interest & industry in study. Encouraging this.
Code of Rewards and Penalties. —
1. Every scholar who conducts himself properly (ie) does not whisper - does not call the attention of the Teacher only by writing and silently presenting

1868

his request on his slate, & does not play with nor call the attention of his fellow students, will be presented with 5 dolls (Bank of Merit) each day of such good behavior. Each scholar offending in each or any of these points will be find 2 dolls for each offence, which he ~~make~~ may cancel by by staying in at recess, Keping his seat and studying the entire day. ——"——

2. Every scholar who gets & recites correctly all his lessons is entitled to 5 dolls. each day of such correct recitations — and for each failure in lessons will be find 2 dolls. —"— which he can make up by studying in recess and reciting as desired.

3. Aggravated cases of derilection are punished by 5 dollars fine. And

4. The first and 2 Classes are Elizible to $ 5 pr day for success in all respects & $ 25 for a correct answer of 54 out of 60 questions at friday P.M. Review being 90 % of all Questions put.

The Second Class receive also $5 pr day for good recitations & correct behavior & $25 for correct Ans.s of 45 out of 50 quest.s put, at the above named weekly Review. (viz Friday P.M.) —— " ——"

If the aforesaid 1st & 2 Classes succeed in good Lessons - good conduct & the 90% in Review, they are entitled to read a new Book from the school Library all the Afternoon of Monday & also take it home & read it the thro' the eve. & morn. following. ~~as also Saturday~~ if it require so long to read it thro' but only one Book can be drawn in the same week.

These Rules - Rewards - Penalties &c are established with a view to stimulating all classes to good orderly conduct & diligence in study & discipline of themselves Accordingly the primary Classes who cannot read nor be interested in the aforesaid Books are rewarded

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by being allowd 2 to 3 hours to play and amuse themselves on Friday P. M. — Those failing being oblig'd to keep on in the usual course — " —— " —— " —— " ——

Jan. 22d Fri. Since my last notes I have been visited with a very severe distemper, by which I was confind to my room 8 or 9 days. I again resumed on the 19th & have taught 5 days this week. I am much and painfully exercisd ~~about~~ over a retrospect of my past Life and the apparent futility of it. How many scenes I have pass'd thro. wherein I was very zealous & felt a feverish excitement & wasted away my physical and mental energies & strength to attain to certain to certain desird ends! To forward the Great interests of the chh. in many ways. In looking back on these scenes I cannot but feel that they have been mostly fruitless — and that to such a degree, as to leave no encouragement to make any more efforts this side the Grave

1869.

Jan. 22. Fri. Very pleasant Weather. Here I sit musing upon my situation & the state of the school I am teaching. I am suffering more vexation and annoyance this term than in any previous term I ever taught. I am perfectly assur'd that an ungraded school is little better than nothing — but still something may be done in it towards furnishing children & youth with the stepping stones to a future education. But in such a school classification is very difficult not only, but the irrepressible restlessness of the small scholars, utterly frustates the most strenuous efforts of the Teacher to advance the more forward classes — on acct of the constant efforts he is oblig'd to make to preserve even a endurable state of Order and discipline.

1869.

The 25th of January — Monday.
Cloudy & cold but mild winter weather
The goodness of God leadeth on to Repentance
Forgiveness the meed of confession sincere
Mans weakness a plea for entire dependence
~~One~~ On God's tender Mercy while toiling here.
Contrition & sorrow become the Believer
For sin & shortcoming & hardness of heart
And who of His Gift is the happy receiver
Can truly be said to possess the good part.

I feel that the true Consecration of Spirit
Which we are commanded indeed to possess
Is genuine Love & good Will to inherit
And every good Bro. & Sister to bless
To soften each feeling of coldness & hardness
In tender compassion to friend & to foe
Of all to be anious & watchful regardless
Of what they are doing or going to do

The old roots of bitterness Malice and slander
Olet us dig up & consume in the fire
Of patient forgiveness & charity tender
Of nearer to Mother & Christ we aspire
I will cease forever from all evil speaking

Commence a new labor to speak well of all
The good & the Union of all I'll be seeking
For this is in earnest the trumpets loud call
(other
How long shall the wicked ~~still~~ injure each
O God shall the sword never cease to devour
O! are you not ready ~~dear~~ Sister & Brother
Of peaceful At-onement to hail the glad hour
Sweet Union is Heaven on Earth to Believers
It strengthens the wavering & comforts the strong
Even here in this life from all grief it delivers
And none need to wait for Eternity long.

" Jan. 31. 1869.

And now what more? I am coming to ~~this~~ the End of this old journal pretty fast and it is a pretty slovenly concern Others have written in it as well as myself & that is all right All our experiences must at least be useful to us individually & tend, if nothing more to develop each one's individual consciousness in some direction - Besides I seldom read the experiences of others without profit.

1869.

Jan. 29. Fri. Review Afternoon A Daily number of the pupils drew a prize this afternoon for a creditable review & good conduct & correct recitations the past week. We are having a regular freak of very warm pleasant weather This is the last Record which will be inserted in this Journal which it will be seen by reference to the Title page, commenced Dec. 14. 1858. The mutations of Time since that date have been many — but what mostly concerns this Record is what advancement if any have I made in the art of practical School keeping ~~have I made~~ in all these Years — I think I have made some improvement & discover many new & perhaps a few original ideas & methods in teaching & incorporated them into my practice. But I am not nearly so good a teacher in my own estimation as I get credit for in the popular

opinion. In fact I am persuaded our whole system of teaching is lamentably artificial—tedious & well calculated to disgust all children but a few Bookworms who are naturally so keen for science that any system is tolerable & even pleasurable which will advance in a scientific direction. What we want is a natural system of Object teaching—drawing out principally the perceptive powers of children, & so graduated into those branches & studies demanding the use of the higher mental faculties that at no step in the process will the mind be oppressed with a sense of monotony—drudgery—& consequent disgust. I believe that such a system exists somewhere among the possibilities & necessities of our present social & educational status, but whether we shall discover it in my time is very doubtful.